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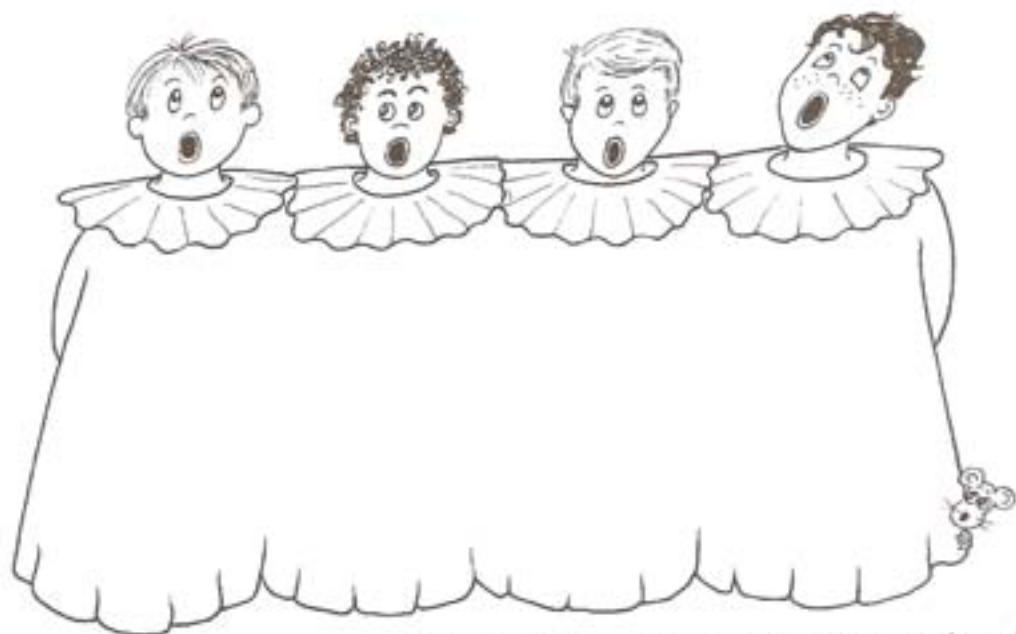
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Spelling List

1. buzz
2. fizz
3. e _ _ o
4. _ _ oir
5. _ _ emist
6. stoma _ _
7. _ _ ristmas
8. _ _ aracter
9. November
10. December

<ch> for the /k/ sound

In the choir, write some words with <ch> for the /k/ sound.



Choose a word from the list to fit each sentence.

1. I sing in the _____.
2. December 25th is _____ Day.
3. She was ill with a _____ ache.
4. The _____ sells medicine.

November

N _ v _ m _ e _
_ o _ e _ b _ r
_ _ _ e _ _ e _

December

_ e _ e _ b _ r
D _ c _ m _ e _
_ _ _ e m _ _ _

Complete each sentence with a possessive adjective.

Blue

my your his her its our your their

1. The children took out _____ pencil cases.
2. The boy read _____ book.
3. My sister played _____ recorder.
4. We sang _____ favourite song.





Grammar 12 – Homophone Mix-ups

Aim: Develop the children's awareness of similar-sounding words, and their ability to choose between them in their writing.

Introduction: Revise the possessive adjectives, 'my', 'your', 'his', 'her', 'its', 'our', 'your' and 'their'. Ask the children for sentences using each of the possessive adjectives.

Main point: Introduce **homophones**. Homophones are words that sound similar to one another despite having different meanings and spellings. This makes it easy to get confused and use the wrong word when writing. If the children use the wrong word, their writing will not make sense.

Ask if the children can think of two ways of spelling the word 'there'/'their'. Write both words on the board. Tell the children that 'there' is a word relating to place, whereas 'their' is a possessive adjective. The children need to be able to choose between 'there' and 'their' in their writing, in order to spell the word they really mean. Ask them for examples of sentences using 'there' and 'their'.

'Are' and 'our' are not really homophones, since they do not sound quite alike. However, in some areas they are often pronounced so as to sound the same or very similar. Write both words on the board. Tell the children that 'are' is part of the verb 'to be', whereas 'our' is a possessive adjective. The children need to be able to choose between 'are' and 'our' in their writing, in order to spell the word they really mean. Ask them for examples of sentences using 'are' and 'our'.

Grammar sheet 12: The children read the sentences. They choose between 'there' and 'their' to complete each of the first five sentences. Then they choose between 'are' and 'our' to complete the next five sentences.

Extension activity: The children write more sentences containing the words. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet with the class. Ask some of the children who wrote sentences to share them and to say which spellings they chose.

Homophone Mix-ups

there or their ?

Choose the right word to complete each sentence.

1. They put on _____ hats.
2. Leave the parcel over _____.
3. _____ he is, behind the tree.
4. The children rode _____ bikes.
5. _____ is no-one at home.



are or our ?

Choose the right word to complete each sentence.

1. You _____ very tall.
2. _____ house has a red door.
3. They _____ all going to a party.
4. We put on _____ boots to go outside.
5. He likes _____ cat.



Spelling 13 – the /ai/ sound



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. <ai>, <ay> and <a_e>. Revise the new spelling patterns covered so far.

Main point: Revise the main ways of writing the /ai/ sound, which are <ai>, <ay> and <a_e>. Now that these spellings are familiar, the children need to start memorising which words take each one. Remind them that the <ay> spelling is usually used when the /ai/ sound is found at the end of a word, where 'toughy <y>' takes the place of 'shy <i>'. With the children, make a list of words for each spelling of the /ai/ sound. To help them remember the words, the children could try making up silly sentences for each spelling, using as many of the words as possible, e.g. 'The vain painter complained about the rain.'

Spelling sheet 13: As a class, read the spelling list and the sentences, without filling in the gaps. Revise 'there' and 'their', and 'are' and 'our'. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that they need to remember how the /ai/ sound is spelt in each of the relevant words. The longer word 'rainstorm' is a compound word. It has two syllables and can be remembered as 'rain' and 'storm' for spelling. Go over the number words 'half' and 'quarter'. For both words the children could use the 'Say as it sounds' method, pronouncing 'half' to rhyme with 'Alf' and the first two sounds of 'quarter' like those of 'qualm'.

Dictation

- | | |
|---------|------------|
| 1. name | 4. play |
| 2. day | 5. paint |
| 3. rain | 6. mistake |

1. Stay and wait for the train.
2. The circus came on Monday.
3. The choir boys ate slices of cake.

Spelling List 13

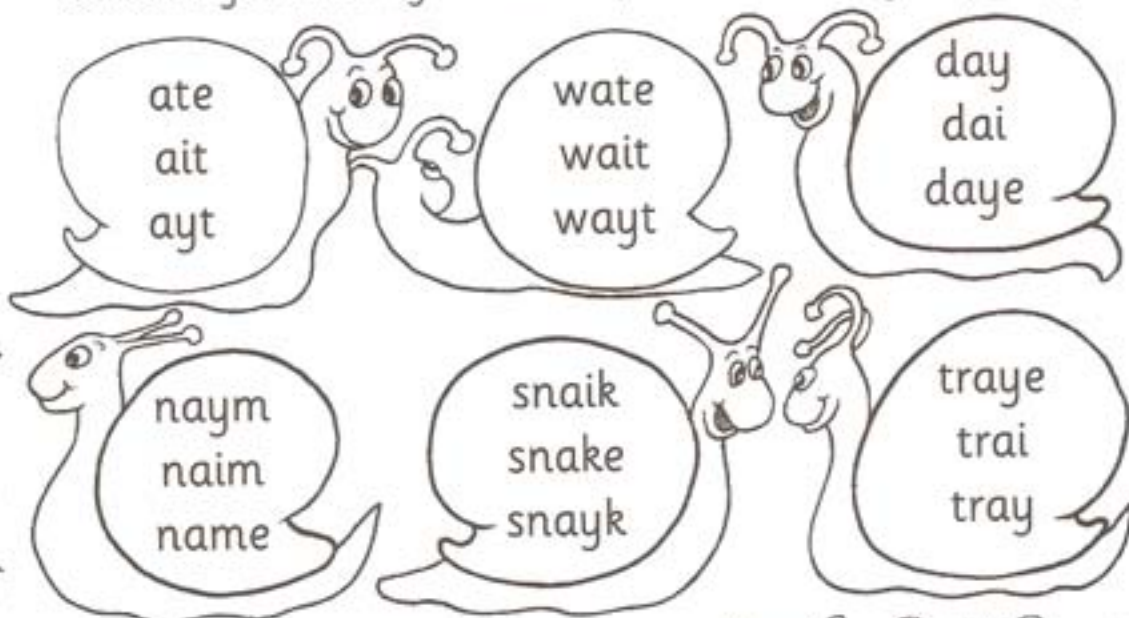
1. next
2. quit
3. make
4. pay
5. main
6. clay
7. waist
8. rainstorm
9. half
10. quarter

Spelling List

- next
- quit
- m _ k _
- p _ _
- m _ _ n
- cl _ _
- w _ _ st
- r _ _ nstorm
- half
- quarter

the /ai/ sound: <ai>, <ay> or <a_e>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

- She made a model from _____.
- Is it free or do we have to _____?
- I got wet in the _____.
- My jeans have a tight _____.

half (1/2)

h _ l _

_ a _ f

h _ _ _

quarter (1/4)

q _ a _ t e _

_ u _ r _ _ r

_ _ _ _ t _ r

'there' or 'their'?

- _____ they are! Up _____.
- _____ toys are over _____.

'are' or 'our'?

- We _____ going to visit _____ grandma.
- They _____ all coming to _____ school.

Grammar 13 – Alphabetical Order (3)



Aim: Develop the children's ability to put words into alphabetical order. Teach them that it may be necessary to look at the third letter of a word, to distinguish it from other words with the same first two letters. This will improve their ability to find words in the dictionary.

Introduction: Revise the alphabet in the four dictionary groups. Call out a letter. Ask which letters come before and after it, and which group it belongs to. Repeat with other letters. Call out a letter and ask the children to try to open the dictionary in approximately the right place, e.g. for the letter 'w' they should open it near the end. Repeat with other letters. Write two words on the board which have the same first letter. Ask which word would come first in the dictionary, and why.

Example: bread, butter

Main point: Write two words on the board which have the same first two letters. Ask the children which would come first in the dictionary.

Example: house, home

Explain that since 'house' and 'home' both begin with 'ho', we need to look at the letters which come next in order to put them into alphabetical order. The third letters of the two words are 'u' and 'm' respectively. As 'm' comes before 'u' in the alphabet, the word 'home' comes before 'house'. Try some more examples on the board. Use groups of three words, and decide which would come first, second and third in each case. Teach the spelling of the contractions '1st', '2nd' and '3rd'.

Examples: bowl, box, bottle
penguin, peacock, pelican
chocolate, chip, cherry

Grammar sheet 13: The children fill in the missing letters in the dictionary groups at the top of the page. Remind them to use capital letters. Then they look at the groups of words. In each case they decide which word would come first, which second and which third in the dictionary. They write '1st', '2nd' and '3rd' next to the appropriate words.

Extension activity: The children put more groups of three words into alphabetical order, using the extension activity on page 208.

Rounding off: Go over the sheet, with the class checking that their words are in the right order. Then go over the extension exercise.

Alphabetical Order



Write the four dictionary groups.

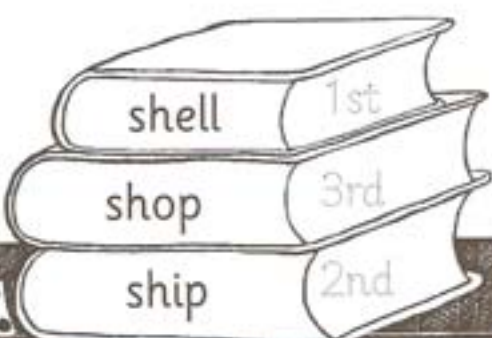
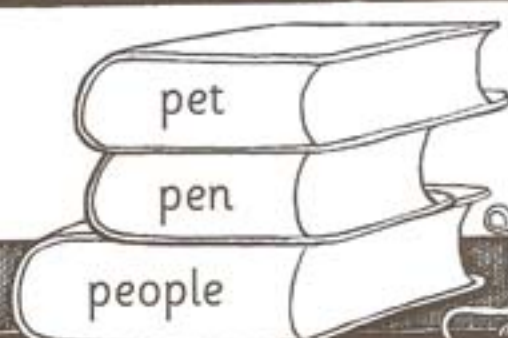
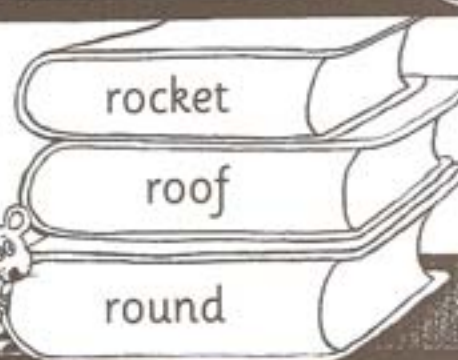
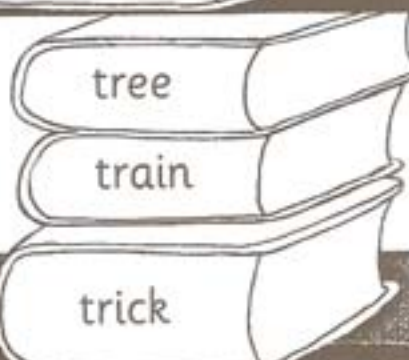
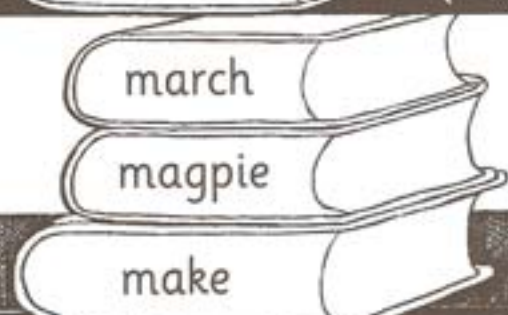
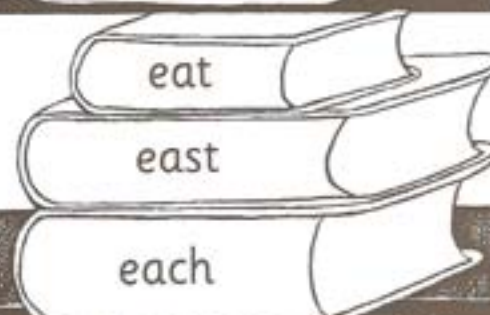
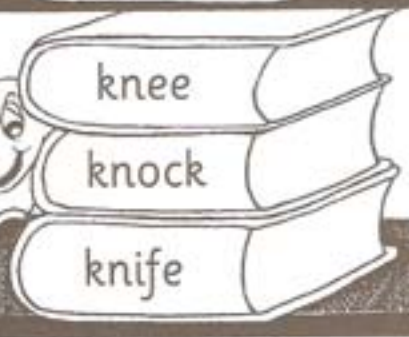
1. _____

2. _____

3. _____

4. _____

In each group of three, decide which word comes first (1st), which word comes second (2nd) and which word comes third (3rd). If the words start with the same two letters, remember to look at the third letter of each word.

Spelling 14 – the /ee/ sound



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. ⟨ai⟩, ⟨ay⟩ and ⟨a_e⟩. Revise the new spelling patterns covered so far.

Main point: Revise the main ways of writing the /ee/ sound, which are ⟨ee⟩ and ⟨ea⟩. Now that these spellings are familiar, the children need to start memorising which words take each one. With the children, make a list of words for each spelling of the /ee/ sound. To help them remember the words, the children could try making up silly sentences for each spelling, using as many of the words as possible, e.g. 'Have you seen the sweet, green queen bee?'

Spelling sheet 14: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to put words into alphabetical order by looking at the third letter. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that they need to remember how the /ee/ sound is spelt in each of the relevant words. Point out that the /j/ sound in 'teenager' is spelt with a 'soft g'. Go over the number words 'eleven' and 'twelve'. For 'eleven', tell the children to emphasise the last syllable so that it rhymes with 'pen'. Explain that the ⟨e⟩ is needed at the end of 'twelve', since English words do not end with the letter ⟨v⟩.

Dictation

- | | |
|---------|----------|
| 1. tea | 4. leaf |
| 2. each | 5. sweet |
| 3. bee | 6. feet |

1. A young swan was seen on the sea.
2. We climbed the large green tree.
3. "A cup of weak tea, please," said Tim.

Spelling List 14

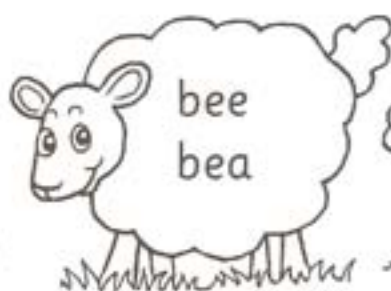
1. arm
2. shark
3. seen
4. three
5. seat
6. cream
7. please
8. teenager
9. eleven
10. twelve

Spelling List

1. arm
2. shark
3. s _ _ n
4. thr _ _
5. s _ _ t
6. cr _ _ m
7. pl _ _ se
8. t _ _ nager
9. eleven
10. twelve

the /ee/ sound: <ee> or <ea>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

1. I like strawberries and _____.
2. Eight plus _____ makes eleven.
3. We have _____ the new film.
4. _____ take care of my rabbit.

eleven (11)

e _ _ e _ _ e _ _

_ l _ v _ n

e _ _ v _ _

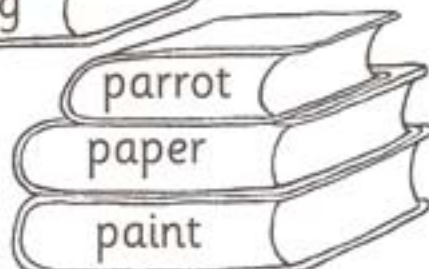
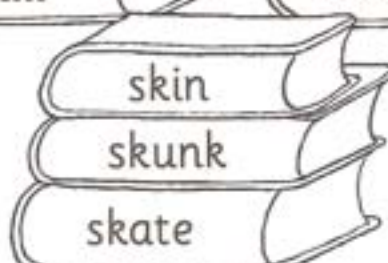
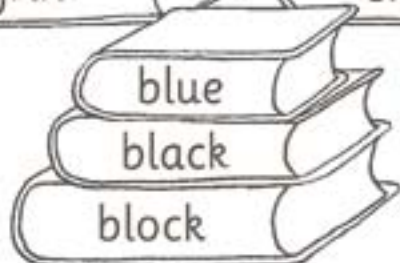
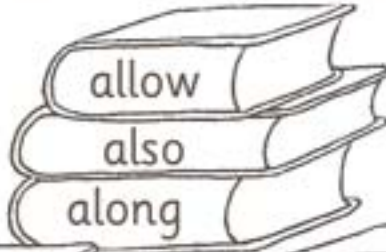
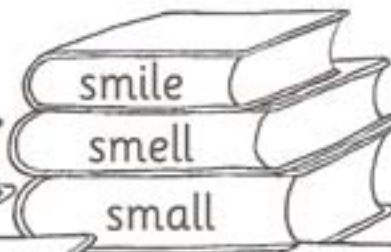
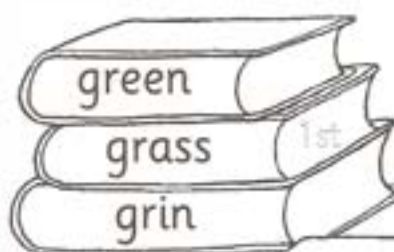
twelve (12)

_ w _ l v _

t _ e _ _ e

t _ _ l _ _

Which word would come 1st, which 2nd and which 3rd in a dictionary?



Grammar 14 – Sentences and Verbs

Aim: Develop the children's understanding of what a sentence is. At this stage, they know that a sentence must make sense, and that it must start with a capital letter and end with a full stop, question mark or exclamation mark. Teach them that a sentence must also contain a verb.



Introduction: Revise verbs, with the action (see page 8). Ask the children for examples of verbs. Revise the personal pronouns: 'I', 'you', 'he', 'she', 'it', 'we', 'you' and 'they', with the actions (see page 6). Remind the children that the first 'you' is singular, and the second plural. Conjugate a verb in the present tense, e.g. 'to play':

Present: I play, you play, he/she/it plays, we play, you play, they play

Knowing how to conjugate verbs will be very useful for the children when they learn other languages. Choose a different verb and conjugate it with the children. Remind them that a verb can describe past, present or future time. Conjugate a verb in the simple past tense and then in the future, e.g. 'to play':

Past: I played, you played, he/she/it played, we played, you played, they played

Future: I shall play, you will play, he/she/it will play, we shall play, you will play, they will play

Main point: Write the following text on the board, and ask whether it is a sentence.

Text: a dog ran across the

Ask the children how this text might be made into a sentence. It needs a capital letter, a full stop and more word(s) in order to make sense. Explain that sentences also have to contain a verb. With the children, find the verb in the sentence and underline it in red chalk. Then write the following text on the board, and ask whether it is a sentence. If not, ask why not. Explain that as there is no verb, it is not a sentence.

Text: Fish and chips.

Grammar sheet 14: The children read each line of writing. If it contains a verb, they underline the verb in red and mark the sentence right with a tick. If there is no verb the children write a cross to show that the words are not a sentence.

Extension activity: The children write some sentences of their own about the picture. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for them to write on. Remind them to make sure that their sentences make sense, start with a capital letter, end with a full stop, and contain a verb. Tell the children to underline the verbs in red. Encourage them to proofread (i.e. check) their work.

Rounding off: Go over the sheet with the class. Ask some children to share one of their sentences with the rest of the class.

Are These Sentences?

Read each line. If there is a verb, underline it in red, and mark the sentence right with a tick. If there is no verb, mark the writing wrong with a cross.

1. The ducks swim on the pond. _____
2. The cat watches the birds. _____
3. A spotty dog. _____
4. The boys play bat and ball. _____
5. The tall tree. _____
6. The park keeper sweeps up the leaves. _____
7. The rabbit hides from the fox. _____
8. A wooden boat with a blue sail. _____
9. A bird sings. _____
10. A spotty dog has a stick in his mouth. _____



Spelling 15 – the /ie/ sound



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. ⟨ai⟩, ⟨ay⟩ and ⟨a_e⟩. Revise the new spelling patterns covered so far.

Main point: Revise the main ways of writing the /ie/ sound, which are ⟨ie⟩, ⟨igh⟩, ⟨y⟩ and ⟨i_e⟩. Now that these spellings are familiar, the children need to start memorising which words take each one. With the children, make a list of words for each spelling of the /ie/ sound. To help them remember the words, the children could try making up silly sentences for each spelling, using as many of the words as possible, e.g. 'If you lie about the tie you will get no pie!'

Spelling sheet 15: As a class, read the spelling list and the sentences, without filling in the gaps. Revise sentences, and the fact that a sentence must contain a verb. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that they need to remember how the /ie/ sound is spelt in each of the relevant words. Go over the number words 'thirteen' and 'fourteen'. Remind the children that the /er/ sound in 'thirteen' is spelt ⟨ir⟩, as in other number words such as 'first', 'third', 'thirty' and 'thirtieth'. Tell the children to think of 'fourteen' as the two syllables 'four' and 'teen'.

Dictation

- | | |
|---------|------------|
| 1. try | 4. pie |
| 2. mine | 5. sight |
| 3. my | 6. daytime |
-
1. She gave a nice wide smile.
 2. I like to ride my bike.
 3. The lights shine brightly at night.

Spelling List 15

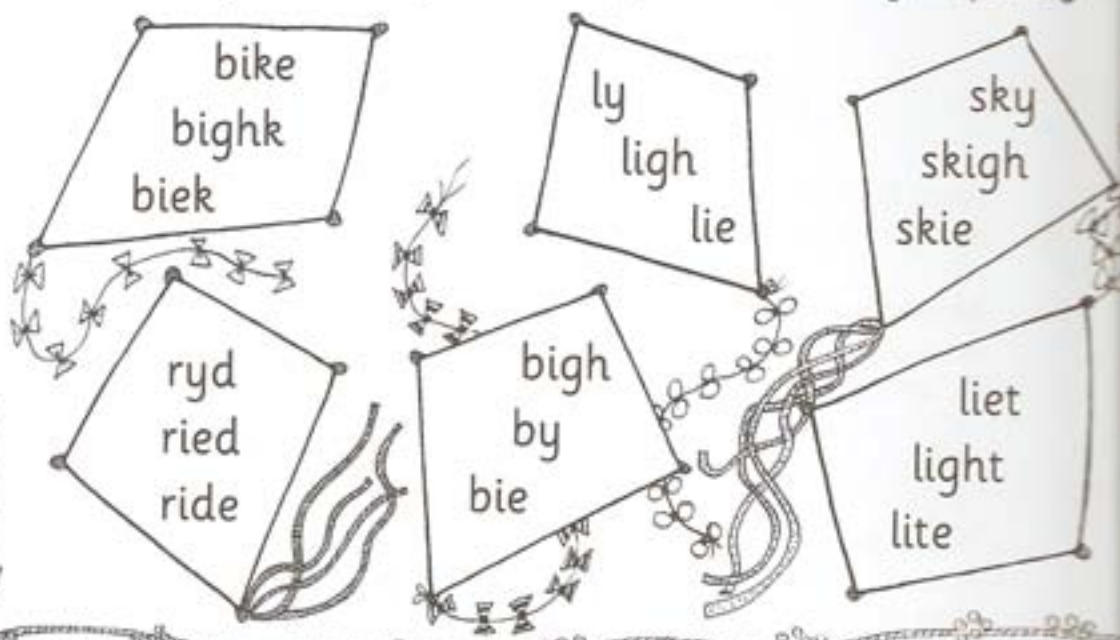
1. club
2. flex
3. flying
4. sight
5. side
6. die
7. bright
8. sunshine
9. thirteen
10. fourteen

Spelling List

1. club
2. flex
3. fl__ing
4. s____t
5. s_d__
6. d__
7. br____t
8. sunsh__n__
9. thirteen
10. fourteen

the /ie/ sound: <ie>, <igh>, <y> or <i_e>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

1. They were _____ their kite.
2. Water the plant or it will _____!
3. The _____ is very bright.
4. I waved until she was out of _____.

thirteen (13)

t h _ _ t _ _

_ h i _ _ e _

t _ _ r _ _ e

* * * * *

fourteen (14)

f _ u _ _ e e _

_ o _ _ t _ e n

f _ _ _ t e _

Underline the verbs in these sentences in red. There can be more than one.

1. I fly my kite.
2. The big boat sails across the sea.
3. The dog barks and runs after the ball.
4. The children hop, skip and jump.





Grammar 15 – Adverbs

Aim: Revise and develop the children's understanding of adverbs.

Introduction: Revise proper and common nouns, pronouns, adjectives, possessive adjectives, and verbs. Do the action for one of the pronouns (see page 6), and then mime a verb, e.g. point to self and then pretend to sleep. See if the children can guess what the actions mean, in this case 'I sleep'. Ask several children to act out pronouns with verbs for the others to guess.

Main point: Revise adverbs. Remind the children that an adverb describes a verb. It tells us how, when or where an action is performed. Many adverbs end with the suffix <ly>, though not all do. Choose a verb, e.g. 'to speak'. Ask the children for adverbs to describe it, e.g. 'loudly', 'softly', 'fast', 'clearly', 'slowly', 'huskily', 'sweetly', 'angrily'. The children can also play the adverb game. One child thinks of, or is given, an adverb, e.g. 'quickly'. The other children take turns to suggest activities, and the chosen child pretends to act them out in the manner suggested by the adverb. For 'eating an ice cream,' for example, the chosen child would pretend to eat an ice cream quickly. The other children continue to suggest activities until they can guess what the adverb is. Once they have done so another child has a turn. The Adverb Poem on page 216 may be enlarged, using a photocopier. Read it with the children.

Grammar sheet 15: As a class, read through the sheet. Ask the children to suggest adverbs to describe each verb. The children write inside the outlined word, *Adverbs*, using an orange pencil. Then they write an adverb for each of the day's activities, trying not to use the same one more than once.

Extension activity: The children turn their 'adverb day' poems into comic strips. They choose lines from their poem and illustrate them. Then under each picture they write the appropriate line.

Rounding off: Ask some of the children to share lines from their 'adverb day' poems with the class.



Action: The action for an adverb is to bang one fist on top of the other.

Colour: The colour for adverbs is orange.

Think of an adverb to describe each verb.

My Day



I wake _____,

I stretch _____,

I get out of bed _____,

I eat my breakfast _____,

I go to school _____,

I work _____,

I listen _____,

I play _____,

I speak _____,

I go home _____,

I watch television _____,

I wash _____,

I go to bed _____,

I sleep _____ and

I dream _____.



Spelling 16 – the /oa/ sound



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. ⟨ab⟩, ⟨ay⟩ and ⟨a_e⟩. Revise the new spelling patterns covered so far.

Main point: Revise the main ways of writing the /oa/ sound, which are ⟨oa⟩, ⟨ow⟩ and ⟨a_e⟩. Now that these spellings are familiar, the children need to start memorising which words take each one. With the children, make a list of words for each spelling of the /oa/ sound. To help them remember the words, the children could try making up silly sentences for each spelling, using as many of the words as possible, e.g. 'The goats and toads wore coats on the boat as they toasted a loaf.'

Spelling sheet 16: As a class, read the spelling list and the sentences, without filling in the gaps. Revise adverbs. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that they need to remember how the /oa/ sound is spelt in each of the relevant words. Point out that the /or/ sound in 'snowball' is spelt ⟨ab⟩. Go over the number words 'fifteen' and 'sixteen'. Tell the children to pronounce each syllable carefully to help them remember the spelling, i.e. 'fif-teen' and 'six-teen'.

Dictation

- | | |
|---------|--------------|
| 1. oat | 4. road |
| 2. note | 5. stove |
| 3. crow | 6. toadstool |
-
1. Smoke came from the fireplace.
 2. I ate ice cream in a cone.
 3. We made toast for breakfast.

Spelling List 16

1. such
2. luck
3. home
4. froze
5. foal
6. stone
7. toast
8. snowball
9. fifteen
10. sixteen

Spelling List

1. such
2. luck
3. h _ m _
4. fr _ z _
5. f _ _ l
6. st _ n _
7. t _ _ st
8. sn _ _ ball
9. fifteen
10. sixteen

the /oa/ sound: <oa>, <ow> or <o_e>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.

broak
browk
broke

toad
tode
towd

bloa
blow
bloe

nose
nows
noas

coste
cowst
coast

elboa
elbow
elboe

Choose a word from the list to fit each sentence.

1. A _____ is a baby horse.
2. They ate buttered _____.
3. I went _____ after school.
4. We had a _____ fight.

fifteen (15)

_ i f _ e e _

f _ _ t _ _ n

_ i f _ e _ _

sixteen (16)

s _ x _ e e _

_ i _ t _ _ n

s _ _ t e _ _

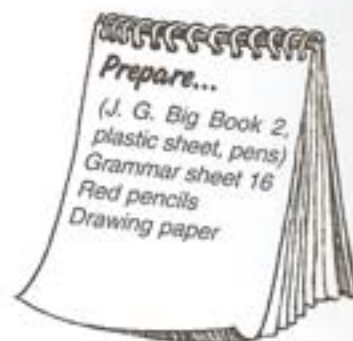
Underline the verbs in these sentences in red.

Write an adverb to describe each verb. Underline your adverbs in orange.

1. She sings _____.
2. He dresses _____.
3. The cat plays _____.
4. We cut out the pictures _____.



Grammar 16 – Irregular Verb ‘to be’ (Simple present tense)



Aim: Teach the simple present tense of the irregular verb ‘to be’.

Introduction: Revise verbs. Remind the children that the infinitive, or name, of a verb begins with the word ‘to’, as in ‘to hop’, ‘to smile’ and ‘to write’. Ask for examples of verbs. It may help to show the irregular verbs picture in the *Jolly Grammar Big Book 2*. Encourage the children to give the infinitive form of each verb they suggest, e.g. ‘to jump’. Choose one of the verbs and conjugate it in the simple present tense:

Present: I jump, you jump, he/she/it jumps, we jump, you jump, they jump

Write up this conjugation, on the board or on the plastic sheet over the bee hives in the *Big Book 2*. Remind the children that the first three are singular and the second three plural. (‘I’ is the first person singular; ‘you’ is the second person singular; ‘he’, ‘she’ and ‘it’ are the third person singular; ‘we’ is the first person plural; ‘you’ is the second person plural and ‘they’ is the third person plural.) Remind the children to add an ‘s’ to the verb root for the third person singular. As a class, conjugate some of the other verbs. Remind the children that these verbs are all being conjugated in the present tense.

Main point: Explain that not all verbs follow this regular pattern. Some verbs are irregular or ‘tricky’. The verb ‘to be’ is very irregular. When parts of ‘to be’ occur in sentences, children often find them difficult to identify as verbs. It is important to overcome this problem, as the verb ‘to be’ is used so frequently. Familiarity with it will also help the children later, since ‘to be’ is used to form other tenses like the present continuous, as in ‘I am running’. Conjugate the verb ‘to be’ in the simple present tense, and write it on the board:

Present: I am, you are, he/she/it is, we are, you are, they are

As a class, practise conjugating the verb ‘to be’ in the simple present tense.

Grammar sheet 16: As a class, read through the sheet. The children write inside the outlined word, *Verb*, using a red pencil. Then they fill in the parts of the verb ‘to be’ in the present tense. Next they write in the missing parts of the verb ‘to be’ to complete the first set of sentences. Then they read the next set of sentences. In each one, the children identify the part of the verb ‘to be’ and draw a bee shape around it.

Extension activity: The children write out the verb ‘to be’ on a large piece of paper. Then they draw a bee shape around their writing.

Rounding off: Go over the sheet, with the class identifying the parts of the verb ‘to be’.



Verb  Red

'to be'



Fill in the verb 'to be' in the present tense.



I _____

we _____

you _____

you _____

he/she/it _____

they _____

Write in the missing parts of the verb 'to be'.

1. You _____ very tall.
2. She _____ a girl.
3. Today they _____ happy.
4. Ben said, "I _____ six years old."
5. The car _____ red.
6. We _____ in the race.



Draw a bee around the part of the verb 'to be' in each sentence.

1. It is a lovely day today .
2. She is in the choir .
3. The bees are busy .
4. The tree is tall .
5. "I am sorry ,," he said .
6. You are good at dancing .



Spelling 17 – the /ue/ sound



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. ⟨aɪ⟩, ⟨aɪ⟩ and ⟨a_e⟩. Revise the new spelling patterns covered so far.

Main point: Revise the main ways of writing the /ue/ sound, which are ⟨ue⟩, ⟨ew⟩ and ⟨u_e⟩. Now that these spellings are familiar, the children need to start memorising which words take each one. With the children, make a list of words for each spelling of the /ue/ sound. To help them remember the words, the children could try making up silly sentences for each spelling, using as many of the words as possible, e.g. 'They continued to argue although they were due to be rescued.'

Spelling sheet 17: As a class, read the spelling list and the sentences, without filling in the gaps. Revise the simple present tense of the irregular verb 'to be'. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that they need to remember how the /ue/ sound is spelt in each of the relevant words. Point out that the /j/ sound in 'huge' is spelt with a 'soft ⟨g⟩'. For 'queue', explain that the ⟨qu⟩ makes a /k/ sound, and that the extra ⟨e⟩ is needed to separate the first ⟨u⟩ from the second. Point out the extra ⟨e⟩ at the end of 'ewe'. Go over the number words 'seventeen' and 'eighteen'. For 'eighteen', explain that the /ai/ sound is spelt ⟨eigh⟩, and that it has only one ⟨t⟩ in the middle.

Dictation

- | | |
|---------|---------|
| 1. use | 4. pew |
| 2. few | 5. due |
| 3. tune | 6. mule |
-
1. The plug needed a new fuse.
 2. The couple used to argue.
 3. The foal is due to be born in April.

Spelling List 17

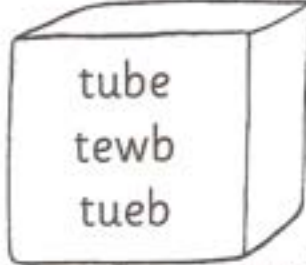
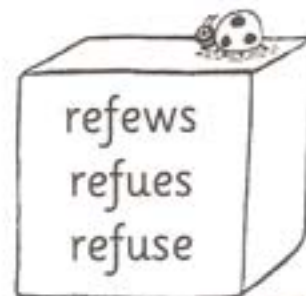
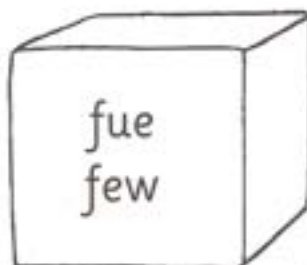
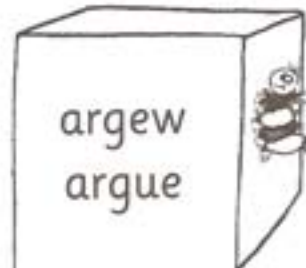
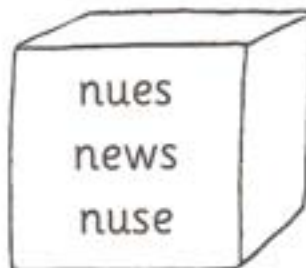
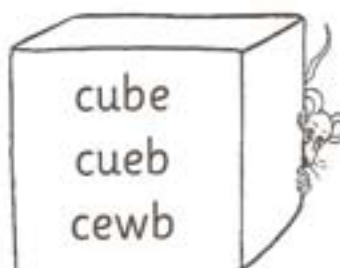
1. sunk
2. book
3. huge
4. fuse
5. rescue
6. queue
7. ewe
8. useful
9. seventeen
10. eighteen

Spelling List

1. sunk
2. book
3. h _ g _
4. f _ s _
5. resc _ _
6. que _ _
7. _ _ e
8. _ s _ ful
9. seventeen
10. eighteen

the /ue/ sound: <ue>, <ew> or <u_e>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

1. A female sheep is called a _____.
2. They had to wait in a _____.
3. A fireman came to _____ us.
4. That whale is _____!

seventeen (17)

s _ v _ _ t _ _ n

_ e _ e _ _ e e _

_ e v _ n _ _ _

eighteen (18)

e _ g h t _ _ n

e i _ _ _ e e _

_ _ _ t e _ _

Write out the verb 'to be'.

I _____

you _____

he/she/it _____

we _____

you _____

they _____

Draw a bee around the part of the verb 'to be' in each sentence.



1. Today we are playing outside.
2. That elephant is very big.
3. "I am so tired," said Sam.
4. It is quite cold today.



Verbs

Red

Regular Past Tense

Which clock does each mouse run up?



Spelling 18 – the /k/ sound



Revision: Revise the sounds with alternative spellings. As the children give the alternative spellings for each sound, write them on the board, e.g. <ai>, <ay> and <a_e>. Revise the new spelling patterns covered so far.

Main point: Revise the main ways of writing the /k/ sound, which are <ck> and <k>. Now that these spellings are familiar, the children need to start memorising which words take each one. At the end of a one-syllable word with a short vowel, a <ck> is usually doubled by adding a 'kicking <k>', as in 'sack', 'neck', 'quick', 'clock' and 'truck'. At the end of a one-syllable word which does not have a short vowel sound, a /k/ sound is usually made by <k>, as in 'look', 'beak', 'hawk', 'talk' and 'work'. In order to understand this, the children must be able to hear the syllables as well as the short vowel sounds in words. Use 'Chin Bumps' as a fun way to teach syllables (see page 21). Revise the short vowel sounds, /a/, /e/, /i/, /o/ and /u/, with their actions (see picture on page 22).

Spelling sheet 18: As a class, read the spelling list and the sentences, without filling in the gaps. Revise the three ways of making the simple past tense with <-ed>. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that after a short vowel in a one-syllable word, they need <ck> to spell the /k/ sound. Go over the number words 'nineteen' and 'twenty'. Point out that the /ie/ sound in 'nineteen' is spelt <i_e>, and that 'twenty' has a 'toughy <y>' at the end.

Dictation

- | | |
|---------|----------|
| 1. duck | 4. clock |
| 2. peck | 5. book |
| 3. bike | 6. trick |
-
1. Stack the bricks up over there.
 2. The ducks quacked as they pecked at the loaf.
 3. Our cousin parked his bike by the truck.

Spelling List 18

1. hook
2. fork
3. back
4. brick
5. deck
6. flock
7. struck
8. rucksack
9. nineteen
10. twenty

Spelling List

1. hoo _
2. for _
3. ba _
4. bri _
5. de _
6. flo _
7. stru _
8. ru _ sa _
9. nineteen
10. twenty

nineteen (19)

n _ n _ t _ _ n

_ i _ e _ e e _

n i _ _ t _ _ n

twenty (20)

t w _ n _ y

t _ e _ t _

_ w _ _ t _

the /k/ sound: <k> or <ck>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



duck
duk



sack
sak



forck
fork



sharck
shark



oack
oak



chick
chik



neck
nek



boock
book



rocket
roket



bicke
bike



black
blak



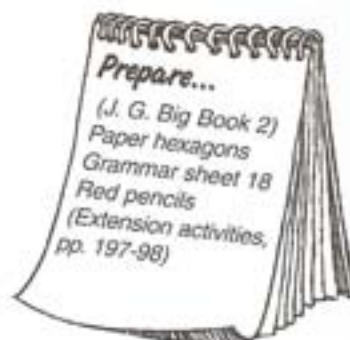
cacke
cake

Underline the verbs in these sentences in red.
Then re-write the sentences in the past tense.

1. I zip up my coat.
Yesterday _____

2. He talks to his friend.
Last week _____

Grammar 18 – Irregular Past Tense ('Tricky Past')



Aim: Develop the children's understanding that not all verbs are regular, and that some verbs have irregular past tenses.

Introduction: Revise verbs and how to form the past tense of regular verbs. Do the action for the present or past tense, followed by the action for one of the pronouns. Then mime a verb. See if the children can guess what the actions mean.

Examples:

For 'I clap':	Point towards the floor with the palm of the hand, point to self, and clap.
For 'I clapped':	Point backwards over the shoulder with a thumb, point to self, and clap.

Main point: Explain that some verbs do not form the past tense by adding -ed to the root. The roots of these verbs change when they are put into the past. We call them 'tricky pasts'. The children will already know many 'tricky pasts'. Ask them to think of as many examples as they can. Write some of their suggestions onto paper hexagons.

Examples:	'come' and 'came'	'dig' and 'dug'
	'drink' and 'drank'	'draw' and 'drew'
	'get' and 'got'	'give' and 'gave'
	'have' and 'had'	'hide' and 'hid'
	'lose' and 'lost'	'make' and 'made'
	'ride' and 'rode'	'run' and 'ran'
	'say' and 'said'	'sing' and 'sang'
	'speak' and 'spoke'	'swim' and 'swam'
	'take' and 'took'	'throw' and 'threw'
	'win' and 'won'	'write' and 'wrote'

The hexagons may then be fitted together to make a honeycomb, for display. As more 'tricky pasts' are discovered, these can be added to the honeycomb too.

Grammar sheet 18: As a class, read through the sheet. The children write inside the outlined word, *Verbs*, using a red pencil. Then they match each verb root with its 'tricky past'. Next they read the sentences underneath and rewrite them in the past tense on the lines provided.

Extension activity: The children put more verbs into the past, using the extension activity on page 197. Alternatively they use the template on page 198 to copy 'tricky pasts' from the honeycomb display, and see if they can add any examples of their own.

Rounding off: Go over the sheet, with the class checking their answers. See if any children have thought of additional 'tricky pasts'. If so, these may be added to the honeycomb display. Go over the extension activity, with the class checking their answers.



Not all verbs make the past tense by adding <-ed>. Some verb roots change when they are put into the past. These are the 'tricky pasts'.

e.g. Today I **swim**

Yesterday I **swam**

Match the present and past tenses of these verbs.

Present

Past



win ●

● wrote

sing ●

● won



drink ●

● rode

get ●

● dug

dig ●

● drank



ride ●

● sang

write ●

● got



Re-write these sentences in the past tense.

1. We sing a song. _____

2. He rides his bike. _____

3. I write a letter. _____

4. You win a prize. _____

Spelling 19 – the /er/ sound

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Revise the main ways of writing the /er/ sound, which are *er*, *ir* and *ur*. Now that these spellings are familiar, the children need to start memorising which words take each one. The *er* spelling often comes at the end of words, where it makes a slightly shorter sound. The *ir* spelling is often found in number words, e.g. 'first', 'third', 'thirteen' and 'thirty'. The *ur* spelling is found in two days of the week: 'Thursday' and 'Saturday'. With the children, make a list of words for each spelling of the /er/ sound. To help them remember the words, the children could try making up silly sentences for each spelling, using as many of the words as possible, e.g. 'Her sister served herbs and pepper on a silver salver for supper in winter.'

Spelling sheet 19: As a class, read the spelling list and the sentences, without filling in the gaps. Revise 'tricky pasts'. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that they need to remember how the /er/ sound is spelt in each of the relevant words. Go over the number words 'thirty' and 'forty'. Explain that both words have a 'toughy <y>' at the end. Point out that the /or/ sound in 'forty' is spelt regularly, unlike the /or/ sound in 'four'.

Dictation

- | | |
|-----------|-------------|
| 1. girl | 4. Thursday |
| 2. skirt | 5. hurt |
| 3. summer | 6. number |
-
1. He came first in the sack race.
 2. She had a purple shirt and skirt.
 3. Turn the page over to see the third number.

Spelling List 19

1. drip
2. plug
3. third
4. winter
5. bird
6. over
7. hurt
8. butterfly
9. thirty
10. forty

Spelling List

1. drip
2. plug
3. th _ _ d
4. wint _ _
5. b _ _ d
6. ov _ _
7. h _ _ t
8. butt _ _ fly
9. th _ _ ty
10. forty

the /er/ sound: <er>, <ir> or <ur>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

1. She fell and _____ her knee.
2. A _____ is a beautiful insect.
3. The snow was deep last _____.
4. I finished the race in _____ place.

thirty (30)

___ i ___ y

t ___ r ___

___ h ___ t ___

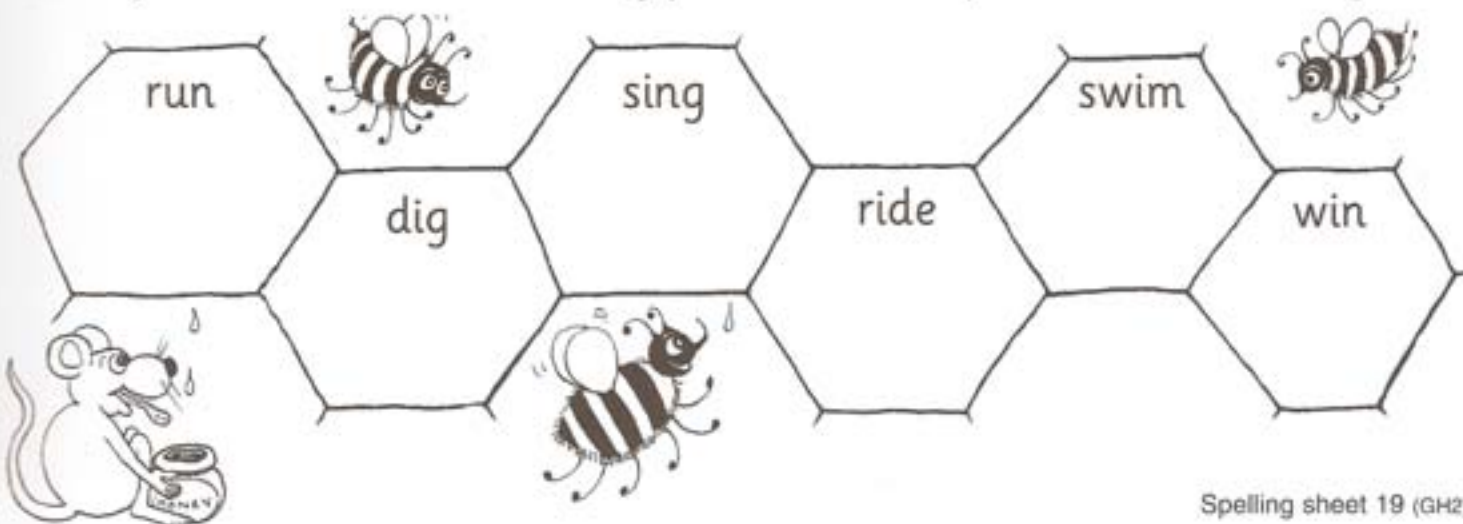
forty (40)

f ___ r ___ y

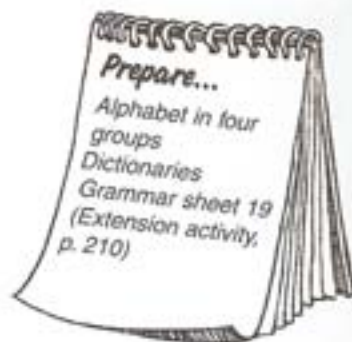
___ o ___ t ___

___ t y

Each of these verb roots has a tricky past. Write each past tense in the honeycomb.



Grammar 19 – Using a Dictionary



Aim: Develop the children's ability to use a dictionary to find the correct spelling and meaning of words.

Introduction: Revise the alphabet in the four dictionary groups. Call out a letter. Ask which letters come before and after it, and which group it belongs to. Repeat with other letters. Call out a letter and ask the children to try to open the dictionary in approximately the right place, e.g. for the letter 'm' they should open it near the middle. Repeat with other letters. Write two words on the board which have the same first letter. Ask which word would come first in the dictionary, and why. Then write up two more words which have the same first three or four letters, to extend the teaching.

Examples: sunny, Sunday
 thirty, thirteen

Main point: One reason why the children need to know the order of the alphabet is that it will enable them to find words in a dictionary. Explain that a dictionary can help in two ways. Firstly, it shows how a word is spelt. Write some misspelt words on the board, such as 'dolfin', 'streem' and 'retern'. Ask the children whether each word is spelt correctly and how they could use a dictionary to find out. First they look up the given spelling to see if it is correct. If this spelling is not in the dictionary, the children need to think how else the sounds in the word might be spelt. They look up alternative spellings until they find the word. The second way a dictionary can help is in showing what a word means. When the children come across an unfamiliar word in their reading, they can look up its meaning in a dictionary, rather than asking for help or ignoring the word altogether.

Grammar sheet 19: The children read the words at the top of the sheet, which are all spelt incorrectly. They think how each word might be spelt instead, and look up alternative spellings in the dictionary until they find the word. They write each word correctly on the line below, and draw a picture for it. Then they read the words in the books. They look each word up in the dictionary, and draw a picture to show what it means.

Extension activity: The children look up more words and draw pictures for them, using the extension activity on page 210.

Rounding off: Go over the sheet, with the class checking the spellings of the words in the first section, and the meanings of the words in the books. Then go over the meanings of the words in the extension activity.

Using a Dictionary

Use a dictionary to find out how each word should be spelt. Write it correctly on the line and draw a picture for it.



catapiller

bananar

kangeroo

ambulense

tortoss

calcuelaiter

Look up each word in the dictionary. Read the meaning and draw a picture for it.

hare



ocean



blizzard



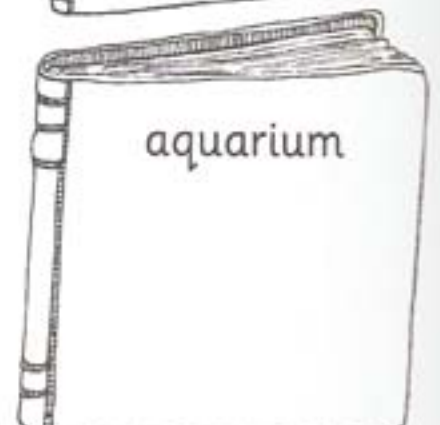
dolphin



bungalow



aquarium



Spelling 20 – the /oi/ sound



Revision: Revise some of the spelling patterns and tricky words covered so far this year.

Main point: Revise the main ways of writing the /oi/ sound, which are <oi> and <oy>. Now that these spellings are familiar, the children need to start memorising which words take each one. Remind them that the <oy> spelling is usually found at the end of a word, where 'toughy <y>' takes the place of 'shy <i>'. With the children, make a list of words for each spelling of the /oi/ sound. To help them remember the words, the children could try making up silly sentences for each spelling, using as many of the words as possible, e.g. 'Boiling the oil spoiled the moist ointment.'

Spelling sheet 20: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to use the dictionary. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that they need to remember how the /oi/ sound is spelt in each of the relevant words. Point out that that the /oi/ sound in 'royal' is spelt <oy>, although it is not at the end of the word. Go over the number words 'fifty' and 'sixty'. Explain that both words have a 'toughy <y>' at the end.

Dictation

- | | |
|---------|-----------|
| 1. oil | 4. joint |
| 2. coin | 5. annoy |
| 3. boy | 6. toilet |
-
1. The weather was boiling hot.
 2. We enjoyed our day in the country.
 3. My sister destroyed her toy clock.

Spelling List 20

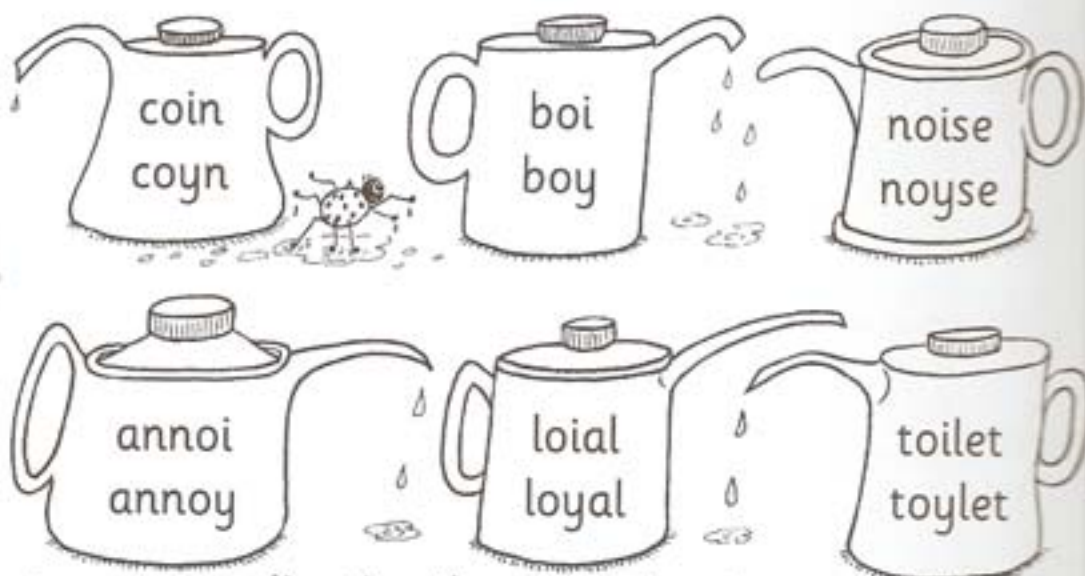
1. drag
2. trip
3. join
4. spoil
5. point
6. joy
7. royal
8. ointment
9. fifty
10. sixty

Spelling List

1. drag
2. trip
3. j _ _ n
4. sp _ _ l
5. p _ _ nt
6. j _ _
7. r _ _ al
8. _ _ ntment
9. fifty
10. sixty

the /oi/ sound: <oi> or <oy>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

1. Her pencil has a sharp _____.
2. Can we _____ your club?
3. The rain may _____ our picnic.
4. The nurse put _____ on his burn.

fifty (50)

_ i _ t _

f _ f _ y

_ _ _ t y

sixty (60)

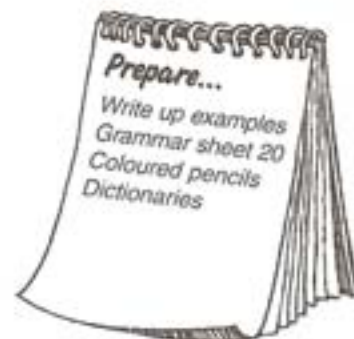
s _ x _ y

_ i _ t _

_ _ _ t _

Look through the dictionary. Find two words that you did not know before. Copy each word with its meaning.

1. _____
- _____
- _____
2. _____
- _____
- _____



Grammar 20 – Proofreading Sentences

Aim: Develop the children's ability to proofread text, looking for spelling and punctuation mistakes.

Introduction: Revise sentences, and the punctuation covered so far: full stops, question marks, exclamation marks, speech marks, and commas in lists. On the board, write some sentences without any punctuation. Punctuate them with the children.

Examples: Oh It is just what I always wanted exclaimed the little girl
Would you like to come to my house asked Matthew
At the aquarium there were sharks rays eels and an octopus

Main point: Tell the children that once they finish a piece of writing, it is a good idea to read it through to make sure there are not any mistakes. This is called proofreading. When people are thinking hard about what they are writing, they sometimes forget about spelling and punctuation. Proofreading gives the children a chance to find and correct their own mistakes.

Grammar sheet 20: The children proofread each sentence on the sheet. Using a coloured pencil, they correct the spelling and punctuation where necessary. The correctly-spelt words can be written above the misspelt ones. The children can use dictionaries to help them if they are not sure how a word is spelt.

Extension activity: The children exchange sheets or confer with a neighbour, to see whether they found all the mistakes.

Rounding off: Go over sentences from the sheet, with the class identifying the mistakes.

Proofreading Sentences

Proofread these sentences. Write out the correct spelling above each misspelt word. Then add in the missing punctuation.

1. Dolphins and wales live in the sea.



2. I saw some sheap with there lambs on the hillsid.

3. it was mie berthday party



4. The dog ait the duc.

5. i wet on holiday with my muther father sister
brother granma and grampa

6. Could I have a drinck pleas askt meg.

7. Whot is your naim sed the litle gerl.



8. Ouch i hit my thum wiv the hamer.

9. their are three yung Berds in the nest in are tree.

10. at the zoo we sor jiraffes elephants penguins and
aardvarks.



Spelling 21 – the /ou/ sound



Revision: Revise some of the spelling patterns and tricky words covered so far this year.

Main point: Revise the main ways of writing the /ou/ sound, which are <ou> and <ow>. Now that these spellings are familiar, the children need to start memorising which words take each one. With the children, make a list of words for each spelling of the /ou/ sound. To help them remember the words, the children could try making up silly sentences for each spelling, using as many of the words as possible, e.g. 'Our proud mouse shouted loudly about his counting house.'

Spelling sheet 21: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to proofread sentences. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that they need to remember how the /ou/ sound is spelt in each of the relevant words. Go over the number words 'seventy' and 'eighty'. Explain that both words have a 'toughy <y>' at the end. For 'eighty', point out that the /ai/ sound is spelt <igh>, and that it has only one <t> in the middle.

Dictation

- | | |
|----------|-----------|
| 1. out | 4. clown |
| 2. owl | 5. mouse |
| 3. mouth | 6. flower |

1. I saw a pair of barn owls.
2. We rode our bikes around the town.
3. He rescued the brown mouse.

Spelling List 21

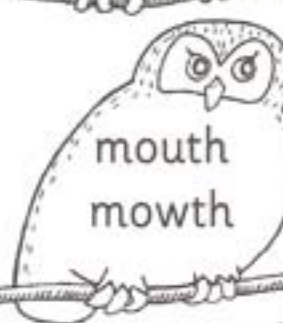
1. snap
2. swam
3. loud
4. cloud
5. found
6. now
7. crowd
8. sunflower
9. seventy
10. eighty

Spelling List

1. snap
2. swam
3. l _ _ d
4. cl _ _ d
5. f _ _ nd
6. n _ _
7. cr _ _ d
8. sunfl _ _ er
9. seventy
10. eighty

the /ou/ sound: <ou> or <ow>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

1. She grew a tall, yellow _____.
2. He _____ my lost watch.
3. A big _____ gathered to watch.
4. The music was very _____.

seventy (70)

e _ e _ t _

s _ v _ n _

_____ t _

eighty (80)

e _ g _ t _

_ i _ h _ y

_____ y

Proofread these sentences.

1. I have made a caik for yor berthday said mum .
2. Can you see the wite swon He asked .
3. the duks kwacked lowdly as i threw them some bred .
4. She swimmmed with dolphins last summir

Grammar 21 – Irregular Verb ‘to be’ (Simple past tense)



Aim: Teach the simple past tense of the irregular verb ‘to be’.

Introduction: Revise the past tense of verbs which have ‘tricky pasts’, such as ‘rode’ for ‘to ride’, and ‘drank’ for ‘to drink’. Remind the children that the infinitive, or name, of a verb begins with the word ‘to’, as in ‘to swim’, ‘to climb’ and ‘to think’. Call out examples of ‘tricky pasts’, and see if the children can give the infinitives for them, e.g. for ‘I ran,’ the children respond, ‘to run’. After several examples, call out ‘I was’. It is unlikely that any of the children will realise that this is the past tense of the verb ‘to be’, as it is so irregular.

Main point: The verb ‘to be’ is very irregular. When parts of ‘to be’ occur in sentences, children often find them difficult to identify as verbs. It is important to overcome this problem, as the verb ‘to be’ is used so frequently. Familiarity with it will also help the children later, since the verb ‘to be’ is used to form other tenses like the imperfect tense, as in ‘They were talking’. Conjugate the verb ‘to be’ in the simple present tense, and write it on the board. Now see if the children can give each part of the verb ‘to be’ in the simple past tense. Write each part on the board as they work it out.

Present:

I am
you are
he/she/it is
we are
you are
they are

Past:

I was
you were
he/she/it was
we were
you were
they were

As a class, practise conjugating the verb ‘to be’ in the simple past tense.

Grammar sheet 21: As a class, read through the sheet. The children write inside the outlined word, *Verb*, using a red pencil. Then they fill in the parts of the verb ‘to be’ in the simple present and past tenses. Next they identify the part of the verb ‘to be’ in each sentence, and draw a bee shape around it. They re-write each sentence in the simple past tense, using the lines provided. Finally they underline each past tense part of the verb ‘to be’ in red.

Extension activity: On the board, write more sentences which use the verb ‘to be’ in the simple present tense. The children identify the part of the verb ‘to be’. Then they re-write each sentence in the simple past tense. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet, with the class identifying the parts of the verb ‘to be’, and checking that they re-wrote the sentences correctly in the past tense.



Verb  Red

'to be'



Conjugate the verb 'to be' in the present and past tenses.

Present

Past

I _____

I _____

you _____

you _____

he/she/it _____

he/she/it _____

we _____

we _____

you _____

you _____

they _____

they _____

Draw a bee around the part of the verb 'to be' in each sentence.
Then re-write each sentence in the past tense. Underline each past tense part
of the verb 'to be' in red.

1. I am at school .
Yesterday _____



2. It is a beautiful sunny day .
Last Monday _____



3. We are happy .
Last week _____



4. They are good at football .
Last year _____



Spelling 22 – the /or/ sound

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Revise the main ways of writing the /or/ sound, which are <or>, <ab>, <au> and <aw>. Now that these spellings are familiar, the children need to start memorising which words take each one. With the children, make a list of words for each spelling of the /or/ sound. To help them remember the words, the children could try making up silly sentences for each spelling, using as many of the words as possible, e.g. 'One stormy morning forty horses snorted.'

Spelling sheet 22: As a class, read the spelling list and the sentences, without filling in the gaps. Revise the present and past tenses of the verb 'to be'. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that they need to remember how the /or/ sound is spelt in each of the relevant words. Point out that the second /s/ sound in 'saucepan' is spelt with a 'soft <c>', followed by a 'silent <e>'. Go over the number words 'ninety' and 'hundred'. Explain that there is a 'toughy <y>' at the end of 'ninety'.

Dictation

- | | |
|----------|-----------|
| 1. fork | 4. saw |
| 2. talk | 5. walk |
| 3. storm | 6. August |

1. The brown horse ran forty races.
2. The boy climbed down the beanstalk.
3. It was dawn on an autumn morning.

Spelling List 22

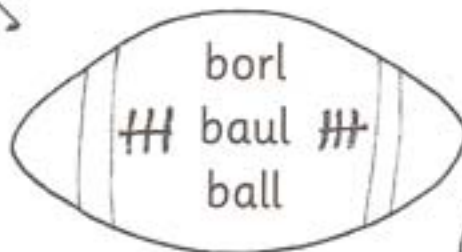
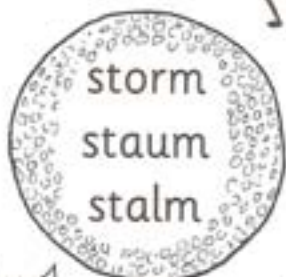
1. twig
2. from
3. pork
4. walk
5. jaw
6. north
7. straw
8. saucepan
9. ninety
10. hundred

Spelling List

1. twig
2. from
3. p _ _ k
4. w _ _ k
5. j _ _
6. n _ _ th
7. str _ _
8. s _ _ cepan
9. ninety
10. hundred

the /or/ sound: <or>, <al>, <au> or <aw>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

1. She always drinks through a _____.
2. We went for a _____ in the park.
3. He cooked rice in a big _____.
4. Shall we drive _____ or south?

ninety (90)

n _ n _ t _

_ i _ e _



hundred (100)

h _ n _ r _

_ u _ d _ e _

h _ _ _ _

Conjugate the verb 'to be' in the present and the past.

	Present	Past
I		
you		
he/she/it		
we		
you		
they		

Grammar 22 – Expanding a Sentence



Aim: Develop the children's ability to write interesting sentences by thinking carefully about the words they use.

Introduction: Revise sentences. Remind the children that a sentence must make sense, and that it must start with a capital letter, end with a full stop, question mark or exclamation mark, and contain a verb. Revise proper and common nouns, verbs, adjectives and adverbs. Revise the colours for the different parts of speech: black for nouns, red for verbs, blue for adjectives and orange for adverbs.

Main point: On the board, write the sentence 'The cat ran.' Read this sentence with the children, and underline the noun in black and the verb in red. (If using a blackboard, explain that as there is no black chalk, white chalk is used instead.) Point out that the sentence is rather boring. Ask the children how they might make it more interesting and informative. Encourage them to think of ways of adding to the sentence. Ask them for words to describe the cat, such as 'black', 'small' or 'fluffy'. Choose one of the children's suggestions and add it to the sentence. Ask which part of speech the new word is. It is an adjective, so underline it in blue. Now ask the children for words to describe how the cat ran, such as 'quickly', 'silently' or 'happily'. Choose one of their suggestions and add it to the sentence. Ask which part of speech this new word is. It is an adverb, so underline it in orange. Now ask the children for more ideas, such as where or when the cat ran. Choose some of their suggestions and add them to the sentence. Some of these words may also be adverbs, such as 'away' and 'today'. Now ask why the cat ran, and choose from the children's suggestions to add to the sentence. Compare the new sentence with the original.

Grammar sheet 22: As a class, read the sentence at the top of the sheet. The children underline the noun in black and the verb in red. They write inside the outlined words in the appropriate colours. Then they expand the sentence by adding adjectives, an adverb, and some more detail. They write out the new sentence and underline the noun(s) in black, the verb in red, the adjectives in blue and the adverb in orange.

Extension activity: The children expand the additional sentences from the bottom of the sheet. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Ask some of the children to share their expanded sentences with the class.

Expanding a Sentence

A sentence can be made more interesting by adding extra information to it.

Read this simple sentence. Underline the noun in black and the verb in red.



The dog barked.



Now add an **adjective** to describe the noun.

The _____ dog barked.

Now add another adjective.

The _____, _____ dog barked.

Now add an **adverb** to describe the verb.

The dog barked _____.

Adding details can make a sentence more interesting.
What was the dog barking at?



The dog barked at _____.

Now write out the sentence, adding in all the details.

The _____, _____ dog barked
_____ at _____.

Now the sentence is much more interesting!

Expand these sentences on the back of the sheet.

1. The boy laughed.
2. The rabbit hopped.



Spelling 23 – <ey>

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Most words with an /ee/ sound take the <ee> or <ea> spellings, but at the end of a word, the /ee/ sound is often spelt <ey>. These exceptions need to be learnt. With the children, make a list of words which use <ey>. To help them remember these words, the children could try making up silly sentences using as many of the words as possible, e.g. 'Honey the donkey had keys and money for the journey.'

Spelling sheet 23: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to use adjectives and adverbs to expand a sentence. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /u/ sound in 'honey' and 'money' is spelt <o>. For 'journey', the children could use the 'Say it as it sounds' method, pronouncing the first syllable to rhyme with 'flour'. Go over the number words 'thousand' and 'million'. It helps the children remember the spelling of 'thousand' if they emphasise the /a/ sound in the second syllable, pronouncing it to rhyme with 'band'. Similarly it helps them remember the spelling of 'million' if they emphasise the /o/ sound in the third syllable, pronouncing it to rhyme with 'gone'.

Dictation

- | | |
|-----------|------------|
| 1. key | 4. pulley |
| 2. turkey | 5. monkey |
| 3. barley | 6. keyhole |
-
1. Here is money to buy chalk.
 2. She rode a donkey this morning.
 3. They say the chimney is haunted.

Spelling List 23

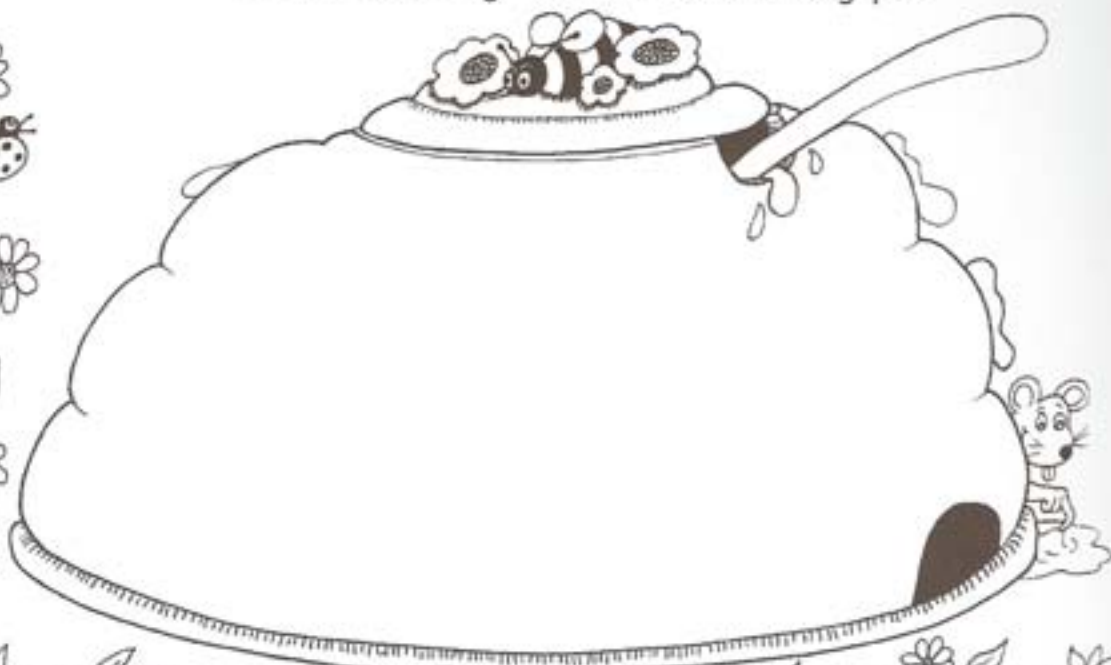
1. film
2. kept
3. key
4. honey
5. money
6. donkey
7. chimney
8. journey
9. thousand
10. million

Spelling List

1. film
2. kept
3. k _ _
4. hon _ _
5. mon _ _
6. donk _ _
7. chimn _ _
8. journ _ _
9. thousand
10. million

«ey»

Write some «ey» words in the honey pot.



Choose a word from the list to fit each sentence.

1. She set off on a long _____.
2. He locked the door with his _____.
3. Bees collect pollen to make _____.
4. I saved up my _____ to buy a toy.

thousand (1,000)

t _ o _ s _ n _

_ h _ u _ a _ d

t h _ _ s _ _



million (1,000,000)

_ i _ l _ o _

m _ l _ i _ n

m i l _ _ _ _

Adjective



Blue

Expand these sentences.

Adverb



Orange

1. The _____ horse jumped _____
over _____.
2. Our _____ cousin played _____
in the _____.

Grammar 23 – Conjunctions



Aim: Develop the children's knowledge of conjunctions.
A conjunction joins parts of a sentence together.

Introduction: Revise sentences. Read the example story. With the children, find the verbs.

Example: Rob went to the zoo. It was his birthday. He took his friend. He was not lonely. They looked at the animals. They walked around. They saw snakes. They saw monkeys. It was cold. They had fun.
"Shall we go home? Shall we look at more animals?" asked Rob.

Main point: Explain that it can be boring to read one short simple sentence after another. Joining short sentences together can make them more interesting to read. A **conjunction** is a word that joins other words or groups of words together. If possible, show the children the conjunctions page in the *Jolly Grammar Big Book 2*.

Action: The action for conjunctions is to hold hands apart with palms facing up. Move both hands so one is on top of the other.

Colour: The colour for conjunctions is purple.

Six of the most useful conjunctions are **and**, **but**, **because**, **or**, **so**, and **while**. Write them on the board and ask the children to try using them to join pairs of sentences from the story. Use some of the children's suggestions to turn each pair of short sentences into one longer one. In each case, remember to remove the full stop at the end of the first sentence and the capital letter at the start of the second one. Sometimes using a conjunction can avoid the need to repeat words. In the fourth sentence below, for instance, it is not necessary to repeat the words 'they saw'.

Example: Rob went to the zoo **because** it was his birthday. He took his friend **so** he was not lonely. They looked at the animals **while** they walked around. They saw snakes **and** monkeys. It was cold **but** they had fun.
"Shall we go home **or** shall we look at more animals?" asked Rob.

Grammar sheet 23: Using a purple pencil, the children write inside the outlined words and underline the conjunctions in the first exercise. Then they read the sentence parts underneath. They match each sentence part on the left with one on the right. They choose a conjunction to join each pair, and write it on the line.

Extension activity: The children choose the right conjunction to complete each sentence in the extension activity on page 199.

Rounding off: Go over the sheet with the class. Then go over the extension activity.

Conjunctions Purple

There are many conjunctions, but these are six of the most useful ones.

and but because or so while

Underline the conjunctions in purple.

1. Would you like an apple or an orange? 
2. I did not tell anyone the news because it was a secret.
3. He fell over but he did not hurt himself.
4. We played games while we waited.
5. cats and dogs
6. It rained so she took her umbrella.



Match each sentence part on the left to one on the right. Choose a conjunction to join them together, and write it on the line.

I was late for school

We went to the country

Kim ran fast in the race

Is there time to play

The horse was hungry

They listened quietly

_____ the band played.

_____ is it too late?

because I overslept.

_____ he ate some oats.

_____ had a picnic.

_____ she did not win.



Action: Hold hands apart with palms facing up. Move both hands so one is on top of the other.

Colour: Purple

Spelling 24 – ⟨y⟩ as the final syllable

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Most words with an /ee/ sound take the ⟨ee⟩ or ⟨ea⟩ spellings, but at the end of a multi-syllabic word, the /ee/ sound is often spelt ⟨y⟩. Introduce the ⟨y⟩ spelling of the /ee/ sound, as the final syllable of multi-syllabic words. Use 'Chin Bumps' as a fun way to teach syllables (see page 21). With the children, make a list of words with ⟨y⟩ as the final syllable. To help them remember these words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The fancy lady's tiny baby was happy about the silly, funny story.'

Spelling sheet 24: As a class, read the spelling list and the sentences, without filling in the gaps. Revise the conjunctions 'and', 'but', 'because', 'or', 'so' and 'while'. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /ai/ sound in 'baby' and 'lady' is spelt ⟨a⟩. Go over the number words 'zero' and 'equals'. Point out that the /oa/ sound in 'zero' is spelt ⟨o⟩. It helps the children remember the spelling of 'equals' if they emphasise the /a/ sound in the second syllable, pronouncing it to rhyme with 'pals'.

Dictation

- | | |
|-----------|------------|
| 1. silly | 4. puppy |
| 2. hurry | 5. lazy |
| 3. cherry | 6. history |

1. Their baby was noisy but happy.
2. I am sorry I used your lucky penny.
3. Our teacher read us a funny fairy story.

Spelling List 24

1. grip
2. milk
3. baby
4. lady
5. holly
6. fairy
7. happy
8. family
9. zero
10. equals

Spelling List

⟨y⟩ at the end

Write some words with ⟨y⟩ at the end, in the holly leaves.

1. grip
2. milk
3. bab _
4. lad _
5. holl _
6. fair _
7. happ _
8. famil _
9. zero
10. equals

Choose a word from the list to fit each sentence.

1. The _____ sat on a toadstool.
2. She smiled because she was _____.
3. The _____ is asleep in his pram.
4. There are two children in my _____.

zero (0)

z _ _ r _

_ e _ o

_ _ _ o



equals (=)

e _ u _ l _

_ q _ a _ s

e _ _ _ _ s

Complete each sentence with a conjunction.

and

but

because

or

so

while

1. We went indoors _____ it started to rain.
2. I tried to catch the ball _____ I missed it.
3. Would you rather have cake _____ ice cream?
4. I would like apple pie _____ cream, please.

Purple





Grammar 24 – Plurals: <s> and <ies>

Aim: Develop the children's knowledge of plurals. If a noun ends with the letter <y> after a vowel, the plural is made by adding <s>. If a noun ends with the letter <y> after a consonant, the plural is made by replacing the <y> with <i> and adding <es>.

Introduction: Revise vowels and consonants. Revise the concept of singular and plural. Revise the plural endings covered so far. Remind the children that the simplest way of making a plural is by adding an <s> to the end of the noun. Words ending in <sh>, <ch> for the /ch/ sound, <s> and <x> make the plural by adding <es>. With the children, think of some examples and write them on the board.

Main point: Explain that some words make the plural differently. Tell the children to be careful when making the plural of a noun which ends with the letter <y>. If the letter before the <y> is a vowel, then the plural is made by adding <s>, e.g. 'boy' becomes 'boys'. However, if the letter before the <y> is a consonant, then the plural is made by first replacing the <y> with <i>, and then adding <es>, e.g. 'daisy' becomes 'daisies'. In these cases, because in the plural the 'shy <i>' is not at the very end of the word, it no longer needs to be replaced by 'toughy <y>'.

Examples:	'day' becomes 'days'	'fly' becomes 'flies'
	'key' becomes 'keys'	'puppy' becomes 'puppies'
	'toy' becomes 'toys'	'party' becomes 'parties'
	'turkey' becomes 'turkeys'	'mystery' becomes 'mysteries'

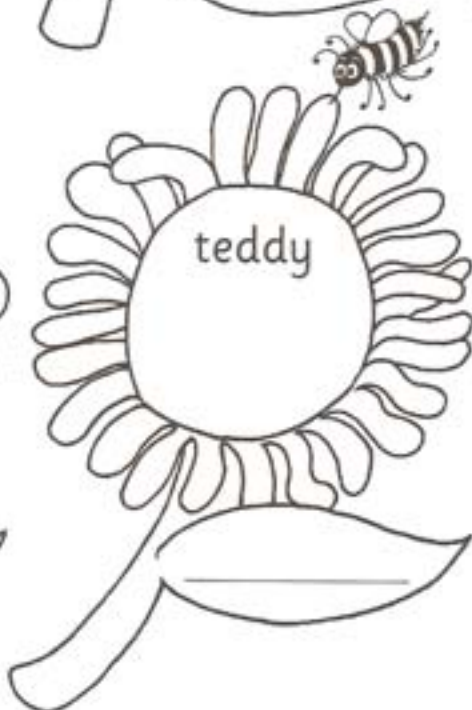
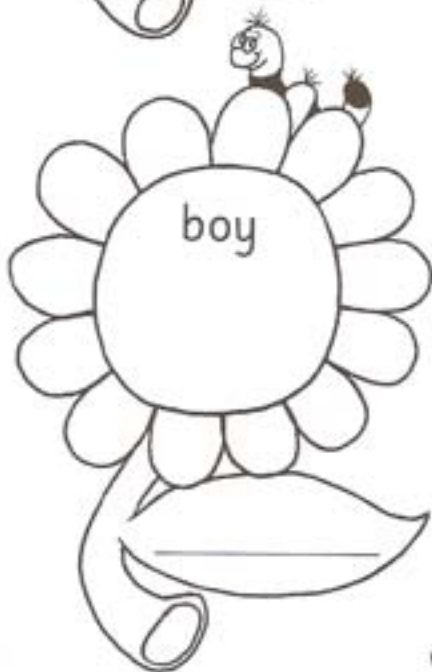
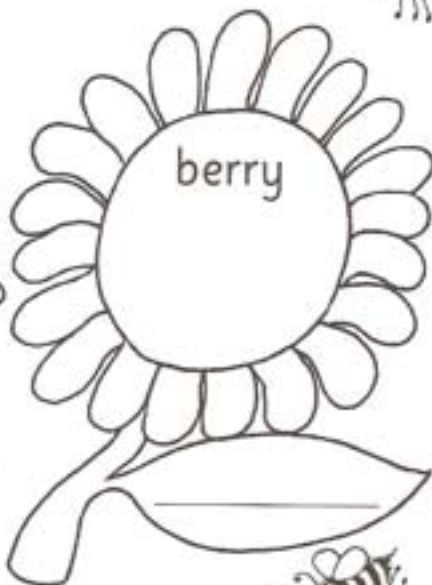
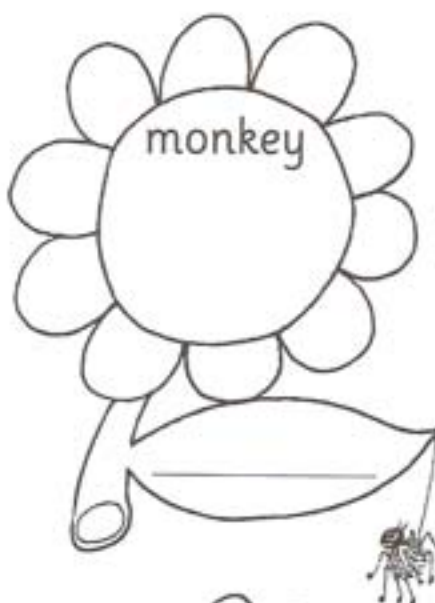
Grammar sheet 24: The children read each noun and decide how to make its plural. They write the plural on the line. Then they draw a picture for it in the daisy, remembering to show more than one item.

Extension activity: Write some singular nouns on the board. Use words with <s>, <es> and <ies> plurals. Ask the children to write the plural for each word. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet with the class.

Plurals – <-s> and <-ies>

Write the plural for each word in the leaf. Then draw a picture for it in the daisy.



Spelling 25 – silent <h>



Revision: Revise some of the spelling patterns and tricky words covered so far this year.

Main point: Some letters in words are silent. Revise some 'silent <h>' words (e.g. 'lamb'), 'silent <w>' words (e.g. 'wreck') and 'silent <k>' words (e.g. 'knight'). Introduce 'silent <h>' by writing 'rhinoceros' on the board. Read the word to the children and ask what it means. Ask which of its letters is silent. Write some more 'silent <h>' words on the board and read them together. Then read them again, this time pronouncing every sound, so 'rhubarb' would be /r-hoobarb/, for example. This helps the children remember the spelling. With the children, make a list of 'silent <h>' words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'John the honest ghost liked rhythm and rhyme.'

Spelling sheet 25: As a class, read the spelling list and the sentences, without filling in the gaps. Revise the plural endings <-s> and <-ies>. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /oa/ sound in 'ghost' is spelt <ow>; the /ie/ sound in 'rhyme' is spelt <y_e>; 'rhythm' has no vowel except <y>; and the /s/ sound in 'rhinoceros' is spelt with a 'soft <c>'. Go over the measurement words 'centimetre' and 'metre', which are only slightly irregular. Point out that the /er/ sound at the end of each word is spelt <re>, and that the /s/ sound in 'centimetre' is spelt with a 'soft <c>'. The prefix 'centi-' comes from the Latin word for a hundredth, because there are a hundred centimetres in a metre.

Dictation

- | | |
|-----------|------------|
| 1. John | 4. rhubarb |
| 2. hour | 5. ghastly |
| 3. honest | 6. rhombus |

1. The keys are by the hourglass.
2. That house is haunted by a ghost!
3. My family likes poems with rhythm and rhyme.

Spelling List 25

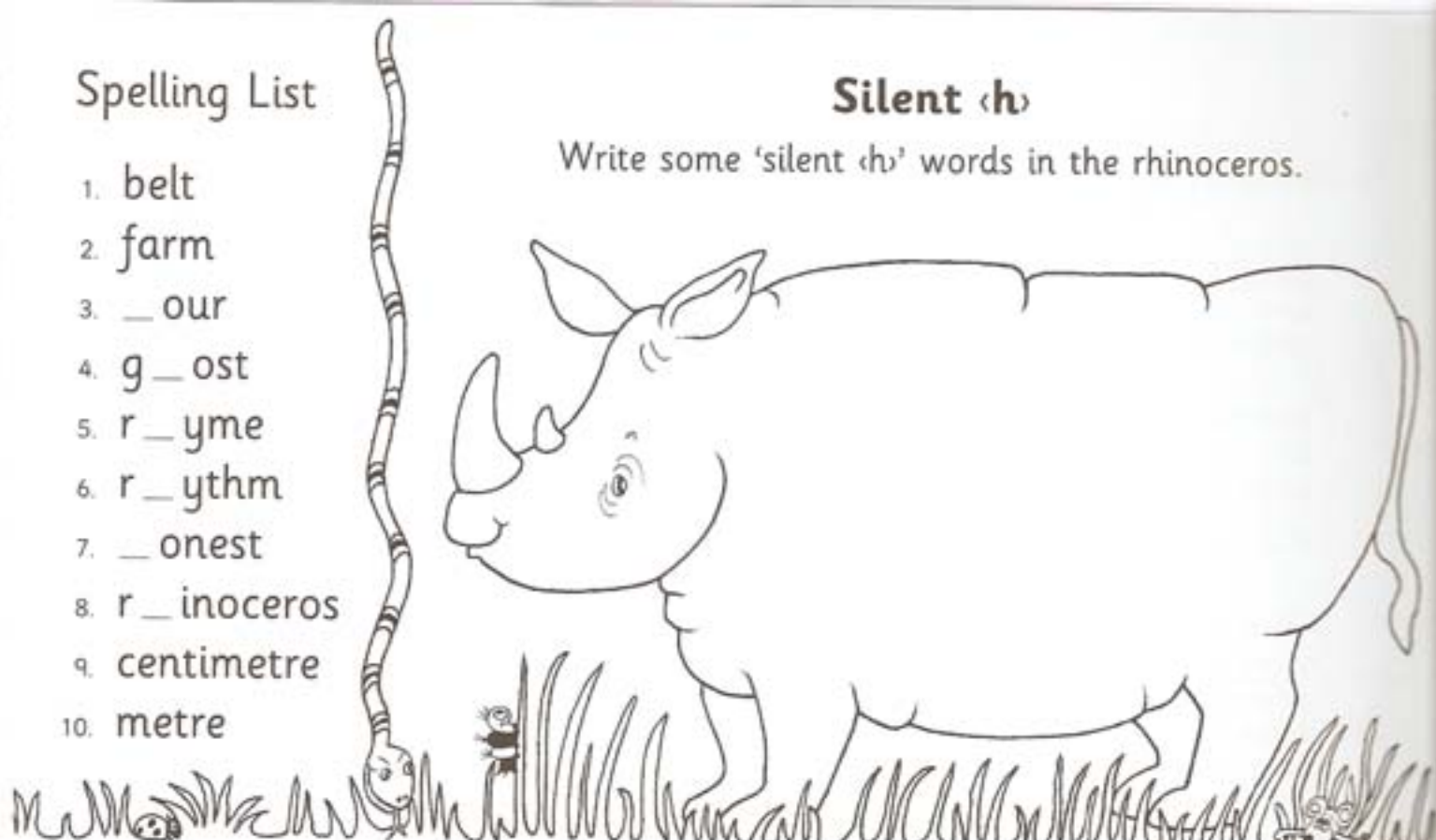
1. belt
2. farm
3. hour
4. ghost
5. rhyme
6. rhythm
7. honest
8. rhinoceros
9. centimetre
10. metre

Spelling List

1. belt
2. farm
3. _ our
4. g _ ost
5. r _ yme
6. r _ ythm
7. _ onest
8. r _ inoceros
9. centimetre
10. metre

Silent <h>

Write some 'silent <h>' words in the rhinoceros.



Choose a word from the list to fit each sentence.

1. Poems often _____.
2. The train leaves in one _____.
3. I trust John because he is _____.
4. A _____ is a wild animal.

centimetre

c _ n _ i _ e _ r

_ e _ t _ m _ t _

_ e _ n _ t _ _ e _ t _

metre

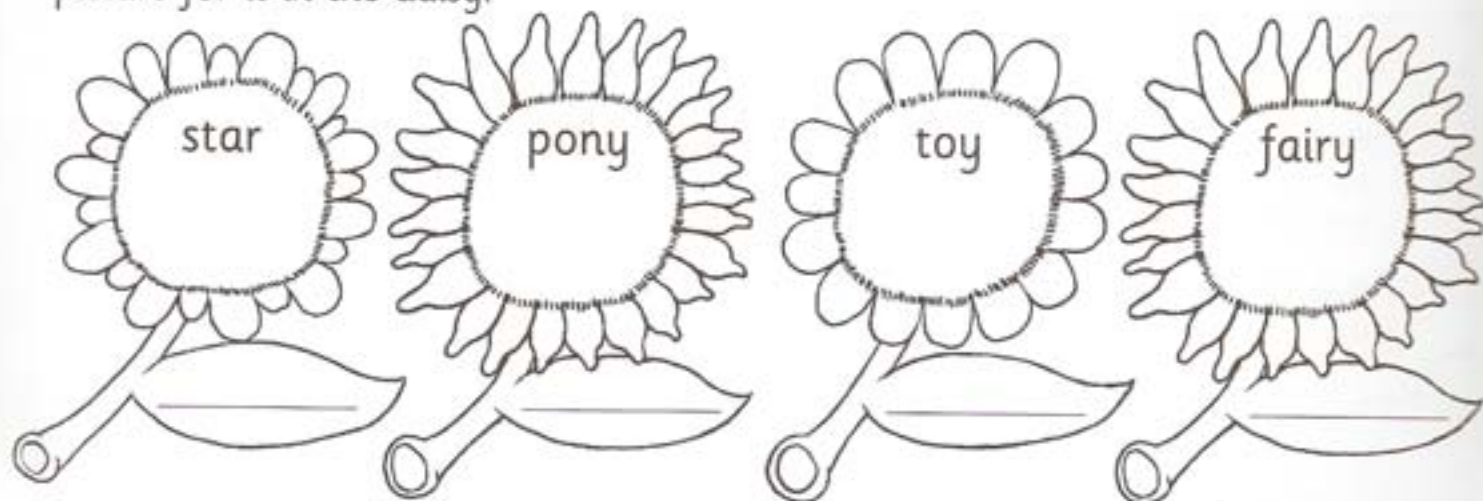
m _ _ t _ _ e

_ e _ _ r _

m _ _ t _ _

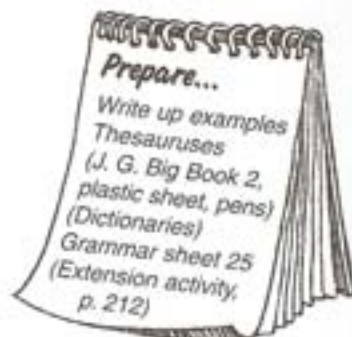


Each daisy has a noun in it. Write the plural of each noun on the leaf, and draw a picture for it in the daisy.



Grammar 25 – Word Webs

Aim: Develop the children's ability to use a thesaurus, and encourage them to think carefully about the words they use.



Introduction: Revise the alphabet in the four dictionary groups. Write two sentences on the board which feature commonly overused words.

Examples: "It is my birthday," said Hannah.
The mountain view was nice.

With the children, read each sentence in turn. Ask how the sentences might be made more interesting. The children may suggest expanding the sentences by adding adjectives and adverbs. Explain that the sentences could also be made more interesting if some of the words were chosen more carefully. Ask which words could be used instead of 'said' and 'nice' to make the sentences more interesting.

<i>Word:</i>	<i>Some possible alternatives:</i>
said	cried, exclaimed, whispered, announced, replied
nice	pretty, beautiful, glorious, stunning, magnificent

Main point: Show the children a thesaurus. Explain that it lists words with similar meanings. Show the children how to find a word in it, e.g. 'pretty'. Explain that to find a verb they should look up its root, so for 'said', which is a tricky past, they would look up 'say'. With the children, think of more overused words. These could be written in the middle of the word webs in the *Jolly Grammar Big Book 2*. Make up a sentence for each word. Use a thesaurus to find alternatives for the words. Encourage the children to think about the meaning of the words they find, and about how these words sound in the sentences. Some words will not work in the sentences. If the children come across an unfamiliar word, they can look up its meaning in a dictionary. This will help increase their vocabulary.

Grammar sheet 25: The children read the words in the middle of the word webs. For each word, they write alternatives in the sections of the web. First they write any words they can think of by themselves. Then they use the thesaurus to add to their words.

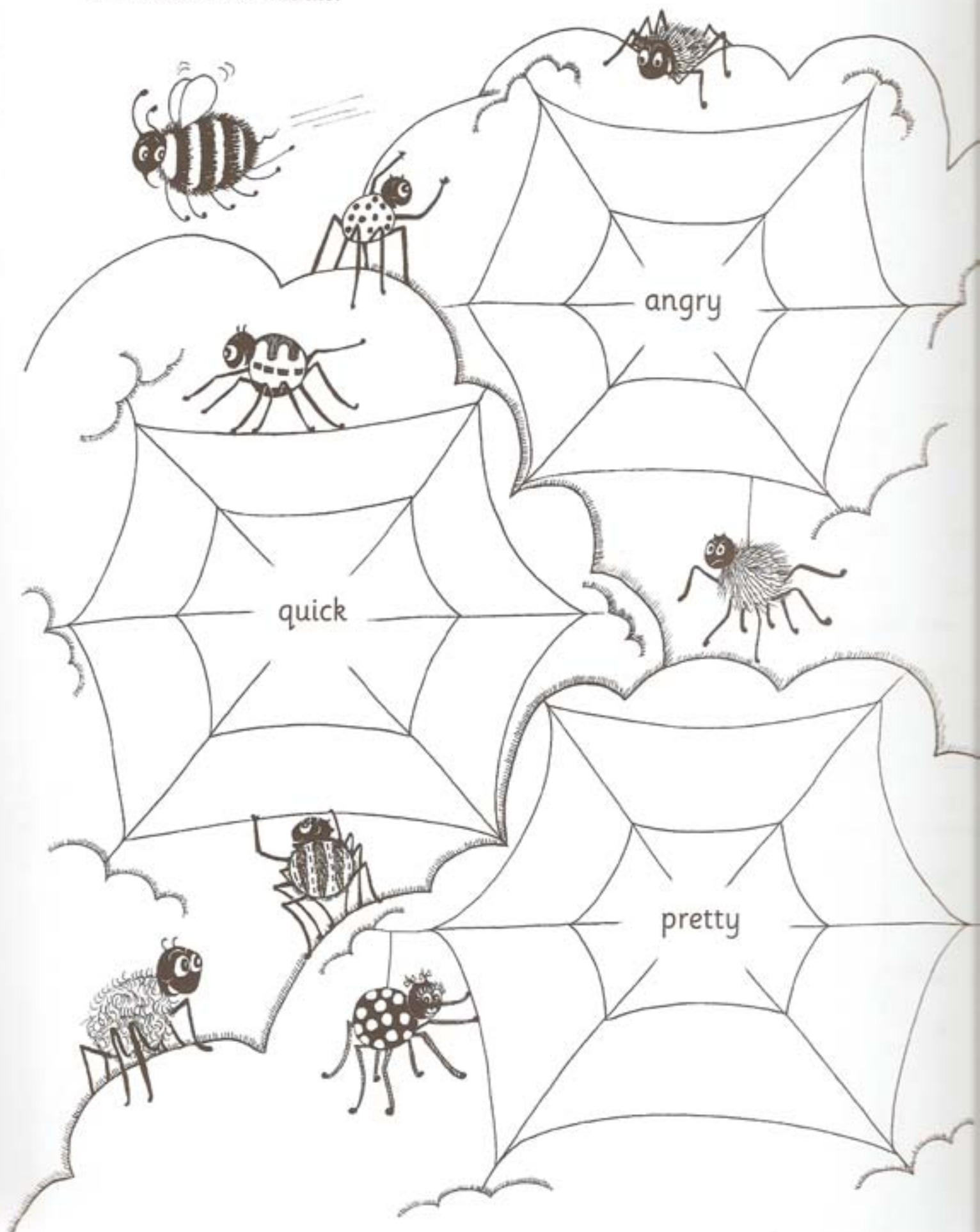
<i>Word:</i>	<i>Some possible alternatives:</i>
angry	furious, enraged, annoyed, irritated, grumpy
quick	fast, rapid, speedy, swift, hasty
pretty	beautiful, attractive, good-looking, lovely, gorgeous

Extension activity: The children find alternatives to more words, using the extension activity on page 212. Possible answers for 'hot' include 'boiling', 'baking' and 'warm'; for 'little': 'small', 'tiny' and 'wee'; and for 'rush': 'hurry', 'dash' and 'race'.

Rounding off: Go over the sheet with the class. See how many different words the children have thought of, or found. Then go over the extension activity.

Word Webs

In the spaces of each word web, write words which could be used instead of the word in the middle.



Spelling 26 – silent <c>



Revision: Revise some of the spelling patterns and tricky words covered so far this year.

Main point: Some letters in words are silent. Revise some 'silent ' words (e.g. 'lamb'), 'silent <w>' words (e.g. 'wreck'), 'silent <k>' words (e.g. 'knight') and 'silent <h>' words (e.g. 'rhinoceros'). Introduce 'silent <c>' by writing 'crescent' on the board. Read the word to the children and ask what it means. Ask which of its letters is silent. Write some more 'silent <c>' words on the board and read them together. Then read them again, this time pronouncing every sound, so 'scent' would be /skent/, for example. This helps the children remember the spelling. With the children, make a list of 'silent <c>' words. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The muscled scientist cut the scenery with scissors.'

Spelling sheet 26: As a class, read the spelling list and the sentences, without filling in the gaps. Revise word webs. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that 'scene' takes the unusual <e_e> spelling of the /ee/ sound, and that the /ool/ sound in 'muscle' is spelt <de>. Explain that the second /s/ sound in 'science' is spelt with a 'soft <c>', followed by a 'silent <c>'. For 'scissors', point out that the /z/ sound is spelt <ss> and the /er/ sound is spelt <or>. Go over the measurement words 'gram' and 'kilogram'. The prefix 'kilo-' comes from the Greek word for a thousand, because there are a thousand grams in a kilogram.

Dictation

- | | |
|------------|-------------|
| 1. scent | 4. crescent |
| 2. scenic | 5. scissors |
| 3. scenery | 6. scimitar |
-
1. We act in the third scene.
 2. I honestly like the scent of cherries.
 3. Our science homework took hours.

Spelling List 26

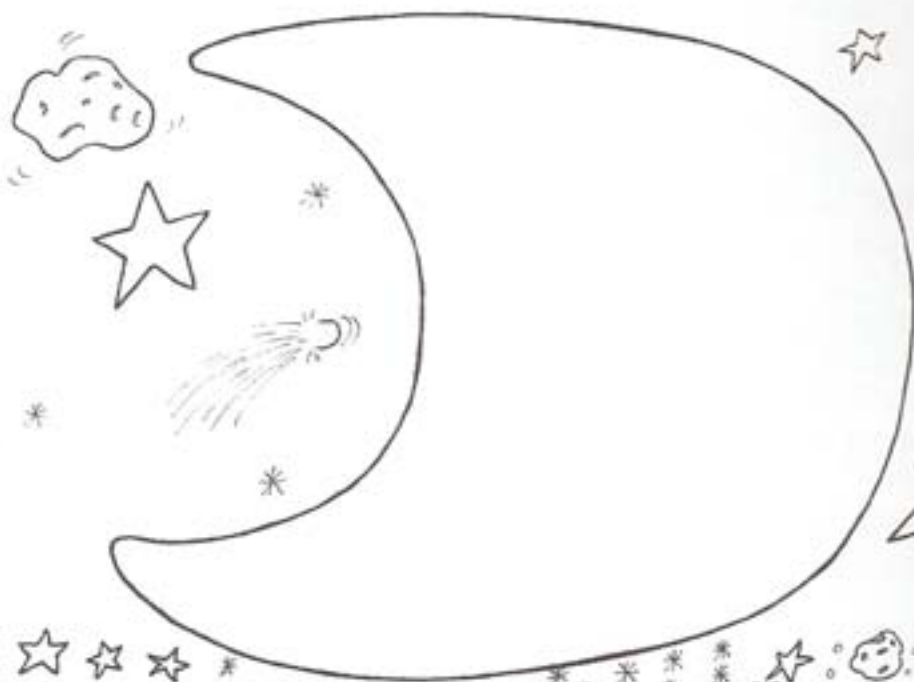
1. land
2. quiz
3. scene
4. scent
5. muscle
6. science
7. scissors
8. crescent
9. gram
10. kilogram

Spelling List

1. land
2. quiz
3. s _ ene
4. s _ ent
5. mus _ le
6. s _ ience
7. s _ issors
8. cres _ ent
9. gram
10. kilogram

Silent <c>

Write some 'silent <c>' words in the crescent moon.



Choose a word from the list to fit each sentence.

1. A new moon is a _____ shape.
2. I cut the paper with my _____.
3. Those flowers have a lovely _____.
4. We do experiments in _____.



gram

g _ a _
_ r _ m

g _ _ _
_ i _ g _ _

kilogram

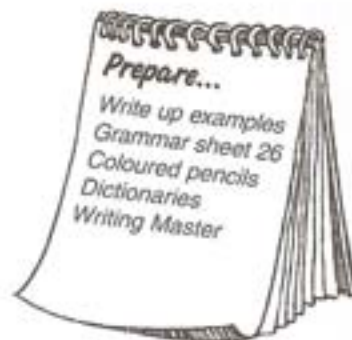
k _ o _ r _
_ l _ g _ a _



In the spaces of each word web, write words which could be used instead of the word in the middle.



Grammar 26 – Proofreading a Story



Aim: Develop the children's ability to proofread text, paying particular attention to punctuation.

Introduction: Revise sentences, and the punctuation covered so far: full stops, question marks, exclamation marks, speech marks, and commas in lists. Remind the children that punctuation is important because it helps us make sense of the words we read. Without punctuation, writing can be hard to understand. On the board, write some sentences without any punctuation. Punctuate them with the children.

Examples: Do you know what the time is asked Belinda
My presents were a kite a book a paintbox and a box of chocolates
Oh no I told you not to do that yelled the furious man

Main point: As a class, either read and punctuate the story on Grammar sheet 26, or write a passage on the board to punctuate together.

Example: aunt carol was going shopping she decided to take her umbrella
when she arrived at the shop she put her umbrella in a stand she
hurried as she chose soap cornflakes eggs and bread then she
rushed home later that day she remembered that she had left her
umbrella in the shop oh dear she exclaimed i shall have to go
back and get it

Grammar sheet 26: The children proofread the passage on the sheet. Using coloured pencils, they correct the spelling and add in the punctuation where necessary. The correctly-spelt words can be written above the misspelt ones. The children use the checklist to help them find the right number of mistakes.

Extension activity: The children imagine what might happen next and continue the story. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet, with the class identifying the mistakes. (See corrected passage below, with corrections marked in bold.)

Farmer Brown has lots of animals on his farm. He has rabbits, pigs, cows, horses, a donkey and a goat. The goat has a very bad temper and butts his horns against the tree trunk when he is angry. It was Monday morning and Farmer Brown was feeding his animals.

"Good morning," he called to the horses. "Here is your hay." He gave the goat a big bag of oats. Just then a little robin flew down and started pecking at them.

"Those are mine!" shouted the goat.

Proofreading a Story

After writing something, it is a good idea to read it through, to make sure there are not any mistakes.



This is the beginning of a story. Read it through, correcting the spelling mistakes, and adding in punctuation and capital letters.



farmer brown has lots of animals on his farm he has rabbits pigs cows horses a donkey and a goat the goat has a very bad temper and butts his horns against the tree trunc wen he is angry it wos munday morning and farmer brown was feding his animals good morning, he called to the horses here is your hai he gave the goat a big bag of oats just then a little robin flew down and started peking at them those are mine showted the goat



There are 13 missing capital letters, 9 missing full stops, 4 missing commas, 6 missing speech marks, 1 missing exclamation mark and 10 spelling mistakes.

What do you think might happen next?

Continue the story on the back of the sheet, remembering to proof-read your work when you have finished.



Spelling 27 – <are> for the /air/ sound

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Introduce the <are> spelling of the /air/ sound. The /air/ sound was first introduced in Spelling 11 since it is relatively unusual. The main ways of writing the /air/ sound are <air>, <are> and <ear>. With the children, make a list of words which use the <are> spelling of the /air/ sound. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'I dare you to scare the spare mare in the square.'

Spelling sheet 27: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to proofread a story. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /k/ sound in 'scare' is spelt with a <c>. Go over the measurement words 'millilitre' and 'litre'. Point out that the /er/ sound at the end of each word is spelt <re>. The prefix 'milli-' comes from the Latin word for a thousandth, because there are a thousand millilitres in a litre.

Dictation

- | | |
|----------|------------|
| 1. fare | 4. flare |
| 2. bare | 5. dare |
| 3. share | 6. compare |

1. This story is about hares.
2. The mare had a foal last winter.
3. The spare wheel is in the back of the truck.

Spelling List 27

1. film
2. kept
3. hare
4. care
5. share
6. scare
7. square
8. nightmare
9. millilitre
10. litre

Spelling List

1. film
2. kept
3. h_____
4. c_____
5. sh_____
6. sc_____
7. squ_____
8. nightm_____
9. millilitre
10. litre

are for the /air/ sound

Write some are words in the hare.



Choose a word from the list to fit each sentence.

1. Tim takes _____ of his pets.
2. We must _____ the sweets fairly.
3. A _____ is bigger than a rabbit.
4. She woke from a frightening _____.

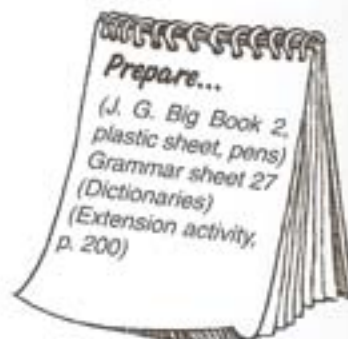
millilitre
m _ l _ i _ i _ r _
_ i _ l _ l _ t _ e
_ i _ l _ l _ t _
litre
l _ _ t _ _ e
_ i _ _ r _
l _ _ t _ _



Proofread this story.

the goat was very angry that the robin had stolen sum of his brekfast he snorted and stamped his hooves the robin floo up into the oak tree and started singin the goat was so angry that he charged the tree Crash a larje branch fell on top ov him oh dear exclaimed farmer brown i shal have to go and get my tractor to get you owt.

Grammar 27 – Prefixes



Aim: Develop the children's understanding of prefixes. A prefix is one or more syllables added at the beginning of a word to change its meaning.

Introduction: Revise using the dictionary to find out what a word means. Think of some words which have meanings that the children are unlikely to know, and write them on the board. If preferred, the words might all be related to a particular topic. Make sure the words are included in the dictionary being used. This can be either an individual or a class activity.

Main point: Explain that a **prefix** is one or more syllables added at the beginning of a word to change its meaning, such as <un-> in 'unhappy', 'unkind' and 'unlike'. On the board, write the base words 'happy', 'kind' and 'like'. Read each word with the children, and ask them what it means. Explain that 'like' has more than one meaning. It can function either as a verb, meaning 'to enjoy' or 'to be fond of', or as an adjective, meaning 'similar to' or 'such as'. Write the prefix <un-> at the beginning of each of the three base words. Read each new word with the children, and ask them what it means. Now write the base word 'like' again. This time write the prefix <dis-> before it. Read the new word 'dislike' with the children, and ask them what it means. Explain that there are many prefixes. Four of the most useful ones are <un->, <dis->, <mis-> and <im->. Write these four prefixes on the board and ask the children for any words that start with them. Write some of the children's suggestions on the board. Erase the prefixes and read each new word with the children. Explain that the word remaining is called the 'base word'.

Grammar sheet 27: As a class, read the prefixes at the top of the sheet. The children choose a prefix to complete each of the sentences, and write it on the line before the base word. Then they choose a prefix to go before each of the base words in the fish bodies, and write it in the fish head.

Extension activity: The children look up their words in the dictionary to see whether the prefixes they chose were correct. Alternatively they match more prefixes with base words, using the extension activity on page 200. The extension activity introduces five more useful prefixes, which are <de->, <mid->, <non->, <semi-> and <re->.

Rounding off: Go over the sheet with the class. Then go over the extension activity.

Prefixes

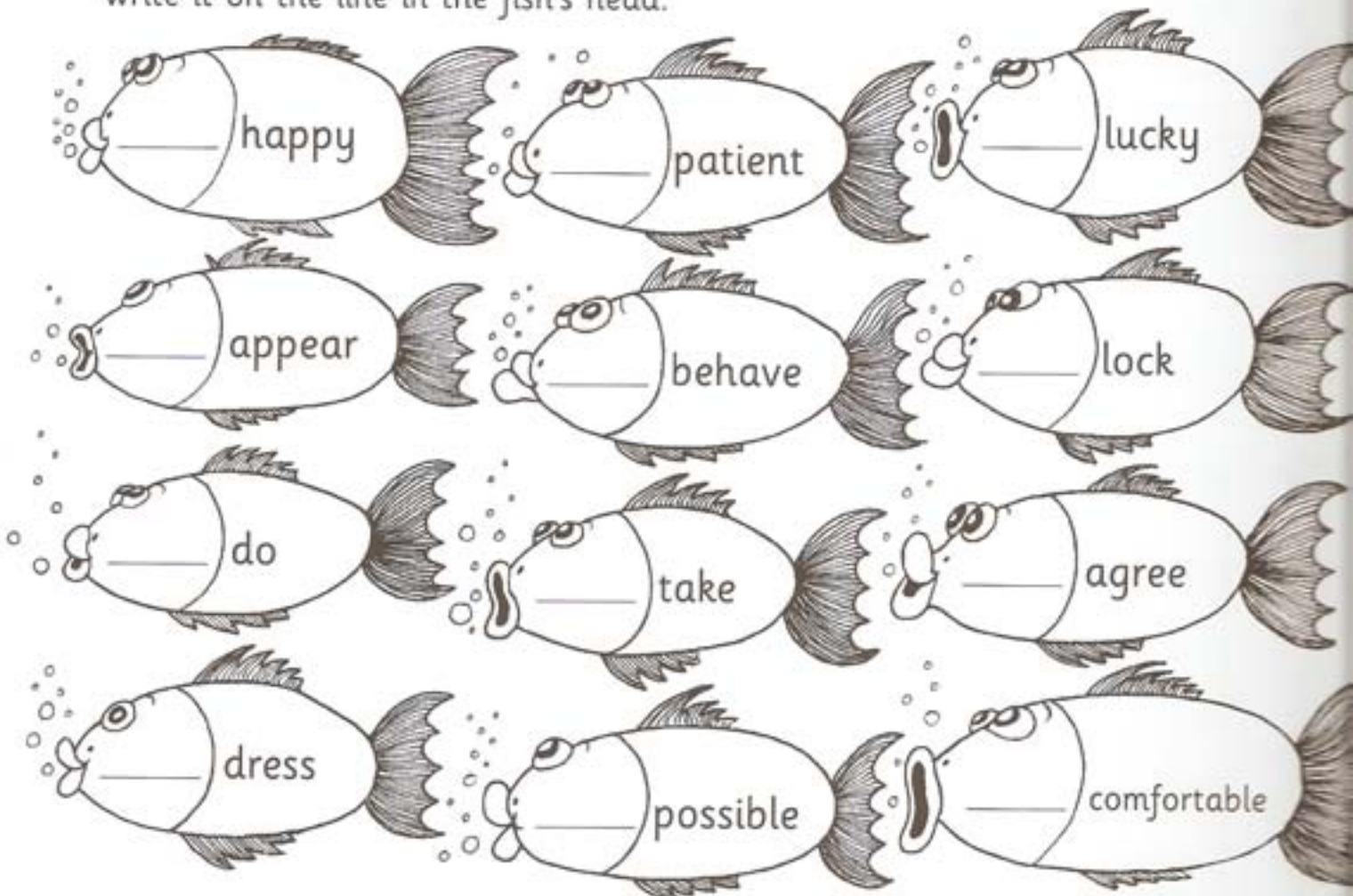
There are many prefixes, but these are four of the most useful ones.



Choose a prefix to go in front of each of the base words, and write it on the line. Then see how the meaning of the words and sentences has changed.

1. It was _____ possible to walk along the path.
2. I really _____ like writing stories in school.
3. Mum _____ packed the holiday suitcases.
4. Jason _____ understood what he had to do.

Choose a prefix to go in front of each of the base words in the fish bodies, and write it on the line in the fish's head.



You can use a dictionary to check whether you have chosen the right prefixes.

Spelling 28 – <ear> for the /air/ sound

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Introduce the <ear> spelling of the /air/ sound. The /air/ sound was first introduced in Spelling 11. The main ways of writing it are <air>, <are> and <ear>. With the children, make a list of words which use the <ear> spelling of the /air/ sound. The four most common words are 'bear', 'tear', 'wear' and 'pear'. To help them remember these words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The bear eats pears in his underwear.'

Spelling sheet 28: As a class, read the spelling list and the sentences, without filling in the gaps. Revise prefixes, and introduce the prefixes <tri-> and <tele->. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Go over the measurement words 'weight' and 'volume'. Point out that the /ai/ sound in 'weight' is spelt <igh> and that the /ue/ sound in 'volume' is spelt <u_e>.

Dictation

- | | |
|---------|------------|
| 1. wear | 4. tearing |
| 2. bear | 5. wearing |
| 3. pear | 6. bearing |

1. She ate pears with honey.
2. I cannot bear the way he swears.
3. The orchestra wears orange.

Spelling List 28

1. grip
2. milk
3. bear
4. tear
5. pear
6. wear
7. swear
8. underwear
9. weight
10. volume

Spelling List

1. grip
2. milk
3. b _ _ _
4. t _ _ _
5. p _ _ _
6. w _ _ _
7. sw _ _ _
8. underw _ _ _
9. weight
10. volume

«ear» for the /air/ sound

Write some «ear» words in the bear.



Choose a word from the list to fit each sentence.

1. I shall _____ my new shoes.
2. The _____ was green and juicy.
3. Be careful not to _____ the paper!
4. I like to cuddle my teddy _____.

weight

_ e _ g _ t

w _ i _ h _

w _ _ _ _ t



volume

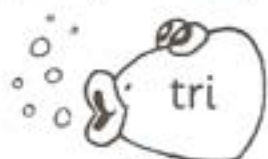
_ o _ u _ e

v _ l _ m _

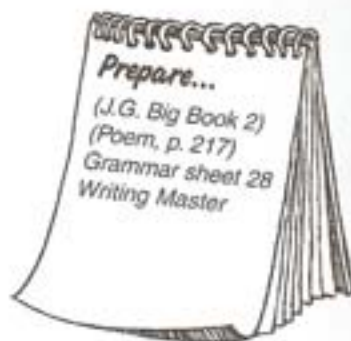
v _ _ _ _



Make new words by joining the prefixes and base words below.



Grammar 28 – Apostrophe (s)



Aim: Develop the children's knowledge of what an apostrophe is, and of how to use an apostrophe with the letter (s), to indicate possession.

Introduction: Revise the punctuation covered so far: full stops, question marks, exclamation marks, speech marks, and commas in lists. Remind the children that punctuation is important because it helps us make sense of the words we read.

Main point: To show that something belongs to someone, we add an **apostrophe** with the letter (s) after their name, as in 'Tiffany's bike' and 'Luke's sister'. The apostrophe is needed to show that the (s) is not being used to make the plural. Show the children how to write an apostrophe, and where to position it above the line. Use the children's own possessions to give them examples, such as 'This is Rebecca's lunch box', 'These are Danny's shoes', or 'This is Jeremy's toy'. Write some of these examples on the board, pointing out each apostrophe (s). Explain that the word 'this' is used when the possession is singular, and 'these' is used when the possessions are plural. The Apostrophe (s) Poem on page 217 may be enlarged, using a photocopier. Read it with the children.

Grammar sheet 28: The children write inside each apostrophe (s) at the top of the sheet. Then they complete the 'Belonging Poem'. First they think of a person's name for each letter of the alphabet. Then, after each name, the children write an apostrophe (s), followed by something that person might own. Each possession should begin with the same letter as its owner's name. Tell the children to write a comma at the end of every line except the last one, where they write a full stop.

Extension activity: The children choose items from their 'Belonging Poem' and write sentences to describe them. In each case, they try to think of an adjective beginning with the same letter as the person's name. Alternatively they could try writing another 'Belonging Poem' in rhyming couplets.

Examples:	Anna's apple is awful.	Anna's cat,
	Ben's book is brilliant.	Ben's bat,
	Claire's cats are clever.	Claire's hair,
	Dan's dad is daring.	Dan's chair,

The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet with the class. Ask each child to share one line from their 'Belonging Poem' with the rest of the class.

Apostrophe (s)

An apostrophe (s) shows that something belongs to someone.
Write inside each outlined apostrophe (s).

'S 'S 'S 'S 'S 'S 'S 'S 'S

Belonging Poem

Think of a person's name for each letter of the alphabet. Then think of something that person might own, that begins with the same letter as their name. Remember to use an apostrophe (s) after each name, to show that the next word is something belonging to the person.

Anna's apple,

Ben's book,

Claire's

D

E

F

G

H

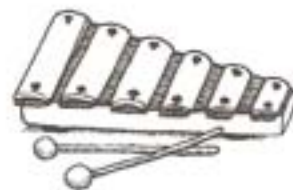
I

J

K

L

M



N

O

P

Quentin's

R

S

T

U

V

W

Xander's

Y

Zoe's

Spelling 29 – <tion>



Revision: Revise some of the spelling patterns and tricky words covered so far this year.

Main point: Introduce the <tion> spelling. At the end of a multi-syllabic word, this sounds something like /shun/. The /u/ sound in the middle is a swallowed sound, known as a 'schwa', as made by <er> in 'butter', for example. Although this sounds complicated, the children should have no problem with the <tion> spelling in context. They should listen to the sounds at the end of a word like 'station', and use analogy to spell these sounds in other words. With the children, make a list of words which use the <tion> spelling. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'My relation went in the direction of the station junction.'

Spelling sheet 29: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to use apostrophe <'>. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /ai/ sounds in 'nation', 'station' and 'relation' are spelt <a>. Go over the time measurement words '**minute**' and '**second**'. It helps the children remember the spelling of 'minute' if they emphasise the 'long /ue/' sound in the second syllable, pronouncing it to rhyme with 'cute'. Similarly, it helps them remember the spelling of 'second' if they emphasise the 'short /o/' in the second syllable, pronouncing it to rhyme with 'pond'.

Dictation

- | | |
|--------------|---------------|
| 1. lotion | 4. direction |
| 2. infection | 5. invention |
| 3. mention | 6. collection |
-
1. He swears he can see his reflection.
 2. There is a junction near the station.
 3. Shall I mention the Christmas decorations?

Spelling List 29

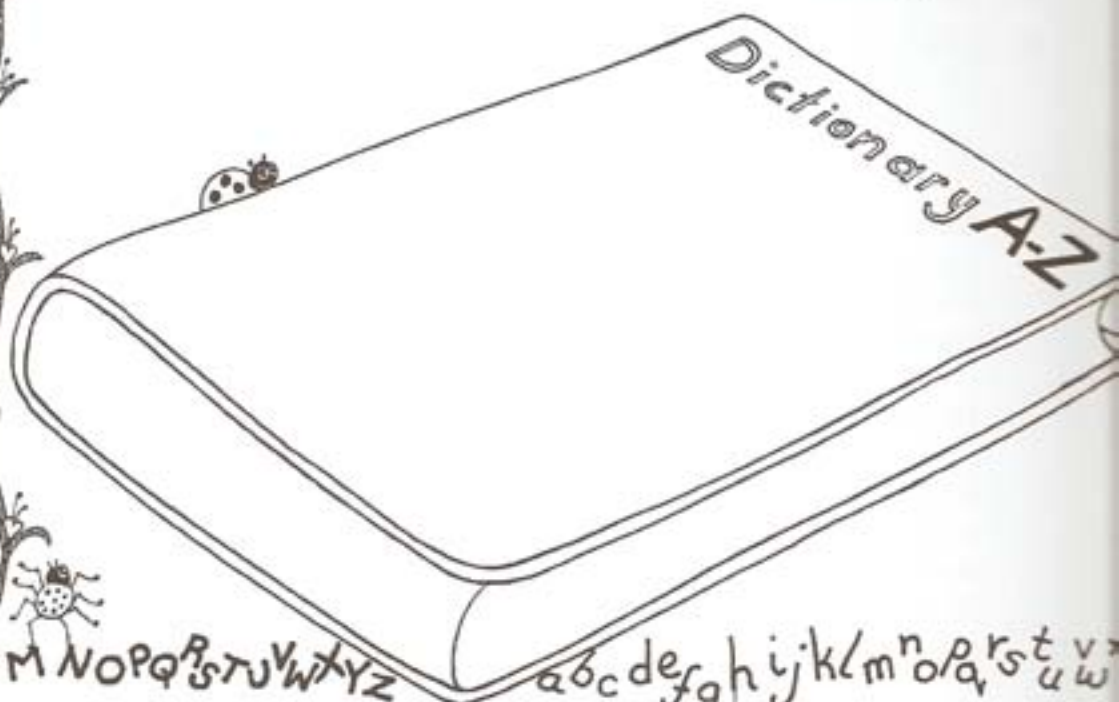
1. must
2. stuck
3. nation
4. station
5. relation
6. action
7. fiction
8. dictionary
9. **minute**
10. **second**

Spelling List

1. must
2. stuck
3. na_____
4. sta_____
5. rela_____
6. ac_____
7. fic_____
8. dic_____ary
9. minute
10. second

tion

Write some <tion> words in the dictionary.



ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

Choose a word from the list to fit each sentence.

1. The train stopped at the _____.
2. Is it a true story or is it _____?
3. A cousin is a _____.
4. You can look up words in a _____.

minute

_____ i _____ u _____ e
m _____ n _____ t _____
m _____



second

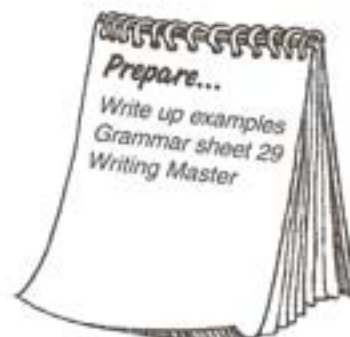
_____ e _____ o _____ d
s _____ c _____ n _____
s _____ d _____

What are these things, and whose are they?



There is an apostrophe (<s>) missing from each of these sentences. Write them in.

Bee went to Inky house on Saturday morning. Inky liked
Bee new red boots.



Grammar 29 – Contractions

Aim: Develop the children's knowledge of what a contraction is, and of how to use an apostrophe to write one. A contraction is the shortened form of a word or words. We use an apostrophe to show where the missing letter or letters used to be.

Introduction: Revise how to use apostrophe (s) to indicate belonging. Revise how to use the auxiliary verbs 'shall' and 'will' to describe the future. 'Shall' is added before a verb root for the first person ('I' and 'we'), and 'will' is added before a verb root for the second and third persons. Write some sentences on the board which describe future time, and in which the apostrophe is missing. With the children, identify the future verbs and add in the apostrophes.

Examples: I shall read Uncles book.
She will stroke Davids kittens.

Main point: Explain that an apostrophe is also used to show that a letter or letters are missing. Sometimes we shorten a pair of words by joining them together and leaving out some of their letters. We use an apostrophe to show where the missing letter or letters used to be. This is called a **contraction**. Write the word pair 'is not' on the board, and read it with the children. Now say the word pair in its shortened form, as the contraction 'isn't'. Ask which letter or letters have been left out. Erase the 'o' from 'not', and replace it with an apostrophe. Explain that a contraction is always written as one word, not two. Repeat this exercise with other word pairs, such as 'does not' ('doesn't'), 'did not' ('didn't') and 'I shall'. In its shortened form, 'I shall' becomes 'I'll', and the apostrophe replaces the three missing letters 'sha'.

Grammar sheet 29: In the first exercise, the children write out each contraction in full, as two words and with no letters missing. In the second exercise, they write each word pair as a contraction, missing out the appropriate letters and replacing them with an apostrophe.

Extension activity: Write more word pairs on the board for the children to write as contractions, and more contractions for the children to write out in full. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet with the class.

Contractions

We sometimes shorten pairs of words, by joining them together and leaving out some of the letters. We use an apostrophe to show where the missing letter or letters used to be. These shortened words are called contractions.



isn't

Write out each contraction in full, as two words and with no letters missing.

- | | |
|-------------------|------------------|
| 1. couldn't _____ | 2. didn't _____ |
| 3. haven't _____ | 4. mustn't _____ |

I shall

I'll

Write each pair of words as a contraction, by joining them together and replacing some of the letters with an apostrophe.

I shall _____ I'll

we shall _____

you will _____ you'll

you will _____

he will _____

they will _____

she will _____

it will _____



We use contractions when we speak. They should not be used in writing except when writing speech, or in a friendly note.

Spelling 30 – <sion>



Revision: Revise some of the spelling patterns and tricky words covered so far this year.

Main point: Introduce the <sion> spelling. At the end of a multi-syllabic word, this sounds something like /shun/. The /sh/ has a 'buzz' to it, as made by <s> in 'treasure', for example. The /u/ sound in the middle is a swallowed sound, known as a 'schwa', as is also found in words with the <tion> spelling. Although this sounds complicated, the children should have no problem with the <sion> spelling in context. They should listen to the sounds at the end of a word like 'invasion', and use analogy to spell these sounds in other words. With the children, make a list of words which use the <sion> spelling. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'On this occasion we asked permission to watch the explosion on television.'

Spelling sheet 30: As a class, read the spelling list and the sentences, without filling in the gaps. Revise contractions. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the <e> in 'occasion' is doubled with a <e>, not a <o>. Explain that the /ai/ sound in 'invasion' is spelt <ai> and the /oa/ sound in 'explosion' is spelt <oa>. Go over the measurement words 'fraction' and 'estimate'. Point out that the /shun/ sound at the end of 'fraction' is spelt <tion>. It helps the children remember the spelling of 'estimate' if they emphasise the /a_e/ sound in the last syllable, pronouncing it to rhyme with 'plate'.

Dictation

- | | |
|------------|---------------|
| 1. vision | 4. division |
| 2. tension | 5. extension |
| 3. pension | 6. permission |

1. He honestly needs his pension.
2. There was a huge explosion.
3. They watched television for hours.

Spelling List 30

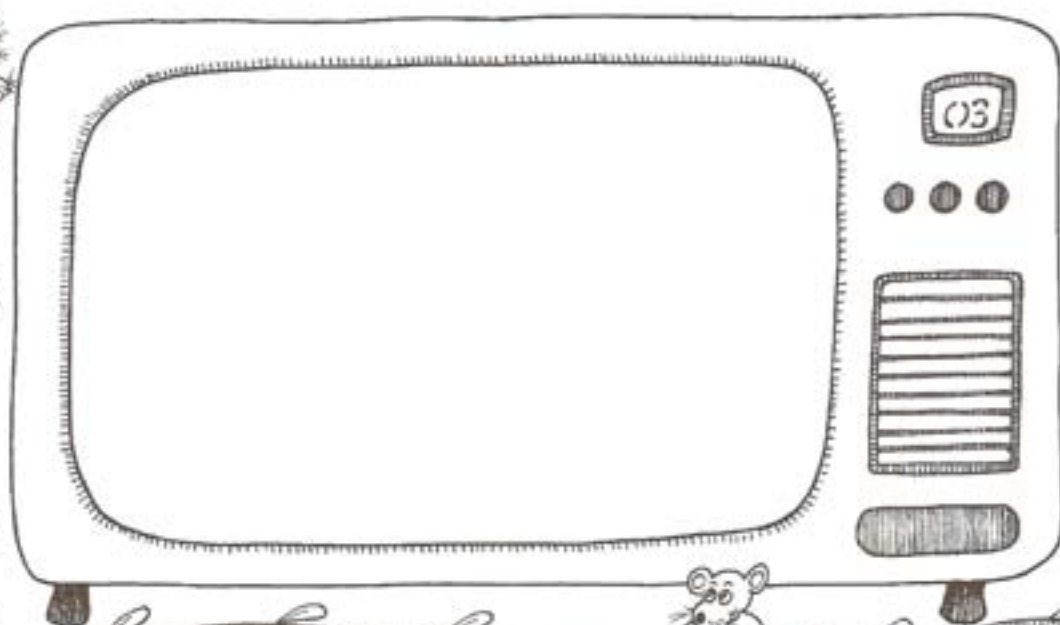
1. fist
2. best
3. occasion
4. division
5. revision
6. invasion
7. explosion
8. television
9. fraction
10. estimate

Spelling List

«sion»

Write some «sion» words in the television.

1. fist
2. best
3. occa_____
4. divi_____
5. revi_____
6. inva_____
7. explo_____
8. televi_____
9. fraction
10. estimate



Choose a word from the list to fit each sentence.

1. We watched a show on _____.
2. A wedding is a special _____.
3. There was a loud _____.
4. She can do multiplication and _____.

fraction

f _ a _ t _ o _
_ r _ c _ i _ n _
f _ a _ _ _ _ n _



estimate

e _ t _ m _ t _
_ s _ i _ a _ e _
e _ t _ _ _ _

Write a contraction to complete the answer to each question.

- | | |
|---|---|
| 1. "Is it raining?"
"No, it <u>isn't</u> _____." | 2. "Do you like mustard?"
"No, I _____." |
| 3. "Did she telephone?"
"No, she _____." | 4. "Could he swim?"
"No, he _____." |

Grammar 30 – Prepositions



Aim: Develop the children's understanding of prepositions. A preposition is a word that relates one noun or pronoun to another, often by describing where it is, or where it is moving towards.

Introduction: Revise the parts of speech covered so far: proper and common nouns, pronouns, adjectives, possessive adjectives, verbs, adverbs and conjunctions. Write some sentences on the board which feature prepositions. With the children, identify the parts of speech that have already been covered.

Examples: Bee^N flies^V over^{Pre} the wood^N.
Snake^N slithered^V slowly^{Adv} into^{Pre} a dark^{Adj} hole^N.
I^P dropped^V my^{Adj} pencil^N and^C it^P rolled^V under^{Pre} a chair^N.

Key: Noun^N Verb^V Pronoun^P Adjective^{Adj} Adverb^{Adv} Conjunction^C Preposition^{Pre}

Main point: Introduce **prepositions**. A preposition is a word that relates a noun or pronoun to another word in the sentence, often by describing where it is, or where it is moving towards. In the first example above, for instance, the preposition 'over' describes where Bee is moving in relation to the wood. Explain that 'pre' means 'before' and 'position' means 'place'. Together, 'preposition' means 'placed before', because a preposition is usually placed before a noun. A preposition is also placed before any describing words which may already come before the noun, such as adjectives, possessive adjectives or the articles 'a', 'an' or 'the'. In the second example above, for instance, the preposition 'into' comes before the article 'a' and the adjective 'dark'. With the children, identify the preposition in each of the example sentences, and underline it in green. Ask where else Bee might fly. With the children, make a list and identify the prepositions. The Prepositions Poem on page 218 may be enlarged, using a photocopier. Read it with the children.

Action: The action for prepositions is to point from one noun to another.

Colour: The colour for prepositions is green.

Grammar sheet 30: As a class, read the prepositions listed on either side of the sheet. The children write inside the outlined word, *Prepositions*, using a green pencil. Then they choose a preposition to complete each stage of Inky's journey. The children's answers are right as long as the prepositions chosen make sense in the sentence.

Extension activity: The children draw a picture map of Inky's journey, showing where she went and how she did so.

Rounding off: Ask some of the children to read out their work.



Prepositions



Inky's Journey



across

into

along

Choose a preposition to write in each gap.
There can be more than one right answer.

near

among

Inky left her mouse-hole and went...

over

around

_____ the path,

past

behind

_____ the flowers,

round

beside

_____ the fence,

through

between

_____ the field,

to

down

_____ the forest,

towards

from

_____ the trees,

under

in

_____ the bridge and

up

_____ the farm.



Action: Point from one noun to another.

Colour: Green

Spelling 31 – <ei> and <eigh>

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Most words with an /ai/ sound take the <ai>, <a_e> or <ay> spellings, but there are a number of exceptions which take <ei> or <eigh>. These need to be learnt. With the children, make a list of words which use <ei> or <eigh>. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'Eight veiled neighbours weighed down the reindeer's sleigh.'

Spelling sheet 31: As a class, read the spelling list and the sentences, without filling in the gaps. Revise prepositions. The children complete the words in the spelling list by writing in the missing letter patterns. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. It may be necessary to explain the meaning of some of the harder words, such as 'vein' (a blood vessel). The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Explain that 'eighty' has a 'toughy <y>' at the end. It helps the children remember the spelling of 'neighbour' if they emphasise the /ou/ sound in the second syllable, pronouncing it to rhyme with 'flour'. Go over 'child' and its tricky plural, 'children'.

Dictation

- | | |
|----------|-----------|
| 1. veil | 4. sleigh |
| 2. vein | 5. neigh |
| 3. reins | 6. weight |

1. That dictionary weighs a lot.
2. The horse neighed at my friend.
3. There are eight blackbirds in the pear tree.

Spelling List 31

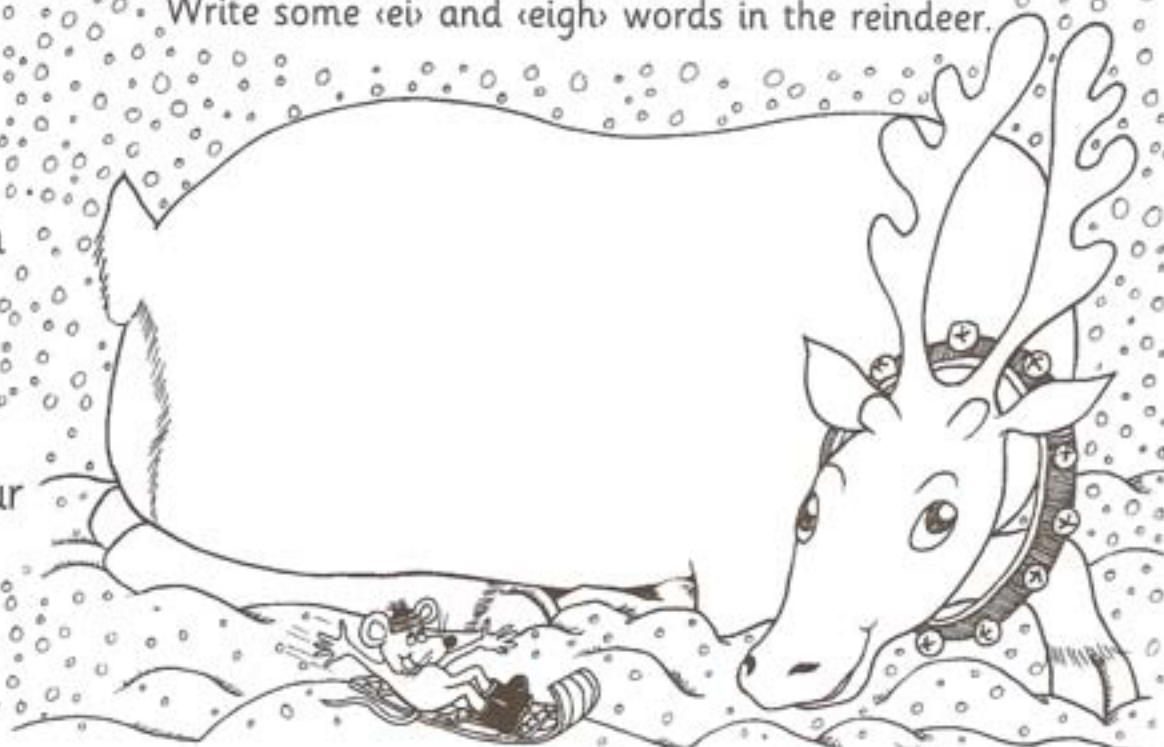
1. grub
2. slug
3. eight
4. eighteen
5. eighty
6. weigh
7. reindeer
8. neighbour
9. child
10. children

Spelling List

<ei> / <eigh>

Write some <ei> and <eigh> words in the reindeer.

1. grub
2. slug
3. _____t
4. _____teen
5. _____ty
6. w _____
7. r _____ndeer
8. n _____bour
9. child
10. children



Choose a word from the list to fit each sentence.

1. Four plus four equals _____.
2. Eight tens are _____.
3. She is our next-door _____.
4. A _____ has antlers.

child

c _ i _ d

_ h _ l _

_ _ i _ _



children

c _ i _ d _ e _

_ h _ l _ r _ n

_ _ l _ _ n

Complete each sentence with a preposition.



to from in beside up

1. I want to sit _____ my best friend.
2. Kayla climbed _____ the ladder.
3. We read _____ left _____ right.
4. Grandpa keeps his keys _____ his pocket.





Grammar 31 – Finding the Meaning

Aim: Develop the children's ability to find words in the dictionary, and their familiarity with using it to find the meaning. Develop their understanding of homophones, and their ability to choose between homophones in their writing.

Introduction: Revise the alphabet in the four dictionary groups. Call out a letter. See how quickly the children can find the section of the dictionary for that letter. Repeat with other letters. Remind the children how to look up a word in the dictionary. Call out a word and see if the children can find it in the dictionary. Repeat with other words. Make sure all the words chosen are included in the dictionaries being used.

Main point: Remind the children that a dictionary can help by showing what a word means as well as how it is spelt. If they come across an unfamiliar word in their reading, the children can look up its meaning in a dictionary. Call out an unusual word and see how quickly the children can find its meaning in the dictionary. The first child to find the meaning reads it to the class. Repeat with other words. Make sure all the words chosen are included in the dictionaries being used. It may help to write the words on the board, so the children can focus on meaning without worrying about spelling.

Examples: cygnet, quintuplet, horizon

Remind the children that homophones are words that sound similar to one another despite having different meanings and spellings. The children can use a dictionary to check the meaning of a word, to avoid getting confused and using the wrong one in their writing. Otherwise their writing will not make sense.

Grammar sheet 31: As a class, read the pairs of homophones. Then the children use a dictionary to look up each word, and copy its meaning beside it.

Extension activity: The children complete sentences by choosing between two homophones, using the extension activity on page 214.

Rounding off: Go over the sheet with the class. Ask some children to read one of the meanings they found. Go over the extension activity, with the class checking their answers.



Finding the Meaning



Homophones sound the same but have different spellings and meanings.
Use a dictionary to find out which spelling has which meaning.
Write the meaning of each word on the line beside it.

beech _____

beach _____

flour _____

flower _____

right _____

write _____

wait _____

weight _____

whole _____

hole _____

meet _____

meat _____

sea _____

see _____

hear _____

here _____

Spelling 32 – <o> for the /u/ sound

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Most words with an /u/ sound take the <u> spelling, but there are a number of exceptions which take <o>. These need to be learnt. With the children, make a list of words which use the <o> spelling of the /u/ sound. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'Somebody's mother's brother's son won dozens of gloves on Monday.'

Spelling sheet 32: As a class, read the spelling list and the sentences, without filling in the gaps. Revise homophones and explain when to use the homophones 'to', 'too' and 'two'. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Remind them that the /ee/ sound in 'monkey' is spelt <ey>. For 'somebody', point out that the <d> is not doubled, and that there is a 'toughy <y>' at the end. Go over 'woman' and its tricky plural, 'women'. It helps the children remember the spelling of both words if they emphasise the 'long <o>' sound in the first syllable, pronouncing it to rhyme with 'home'.

Dictation

- | | |
|-----------|---------------|
| 1. won | 4. money |
| 2. come | 5. month |
| 3. Monday | 6. comforting |

1. We won eight jars of honey.
2. My brother saw the explosion.
3. A wonderful smell was coming from the oven.

Spelling List 32

1. ark
2. clever
3. gloves
4. son
5. front
6. dozen
7. monkey
8. somebody
9. woman
10. women

Spelling List

1. ark
2. clever
3. gl _ ves
4. s _ n
5. fr _ nt
6. d _ zen
7. m _ nkey
8. s _ mebody
9. woman
10. women

◊ for the /u/ sound

Write some ◊ words in the glove.



Choose a word from the list to fit each sentence.

1. There are twelve eggs in a _____.
2. I put on my hat, scarf and _____.
3. The _____ was swinging by his tail.
4. He has two daughters and a _____.

woman

w _ m _ n

_ o _ a _

_ _ m a n



women

w _ m _ n

_ o _ e _

w o _ _ _

'to', 'too' or 'two'?

1. I have _____ cats called Micky and Minnie.
2. We went _____ the mountains for our holidays.
3. There were _____ many of us _____ squeeze into the car.
4. I must go at _____ o'clock. Do you want to come _____?

